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ABSTRACT

The document is introduced by a summary of goals, activities, participants and other aspects of the institute. Chapter two, Background of Urban Adults, presents highlights of five lectures: African Heritage; Discovering Negroes in American History; Development of Urban Communities; Motivational Characteristics and Values of Urban Adults; and Racism in Urban Communities. Techniques of Teaching Urban Adult Learners, chapter three, presents Recruitment, Motivation, and Retention; Techniques in Teaching Urban Adults; Psychological Tests in Adult Basic Education; Techniques of Teaching Reading to Adults; The Language Experience Approach to Teaching Reading; Differences between Dialect Problems and Reading Problems; and Measuring and/or Evaluating Adult Reading Problems. Three models are presented in chapter four: Six-Step Program Planning Procedure for Adult Educational Activities; Six-Step Problem-Solving Procedure for Adult Educational Program Planning; and a 12-step Procedure for Program Planning of Adult Educational Activities. Chapter five evaluates the institute's objectives. Chapter six reports on participants' efforts to establish teacher-training workshops in their communities. Chapter seven gives a summary, conclusions, and four recommendations for teacher-training programs. A three-page bibliography and five appendixes related to institute activities conclude the document. (NH)

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# FINAL REPORT

## Institute for Teachers and Teacher - Trainers in Adult Basic Education of Urban Adults

LINCOLN UNIVERSITY OF MISSOURI
JEFFERSON CITY, MISSOURI

August 31, 1972

U.S. DEPARTMENT OF HEALTH
EDUCATION & WELFARE
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Project No.: 123023
Grant No.: OEG-0-71-3422 (323)

## AN INSTITUTE FOR TEACHERS AND TEACHER-TRAINERS IN ADULT BASIC EDUCATION OF URBAN ADULTS

August 31, 1972

U. S. DEPARTMENT
OF
HEALTH, EDUCATION, AND WELFARE

Office of Education
Bureau of Adult Vocational
And Technical Education

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*I have a dream*
*that one day this nation*
*will rise up*
*and live out*
*the true meaning*
*of its creed:*
*We hold these truths*
*to be self evident;*
*that all men*
*are created equal...*
*with this faith*
*we will be able*
*to transform*
*the jangling discords of our nation*
*into a beautiful symphony*
*of brotherhood.*

*MARTIN LUTHER KING, JR.*

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Dr. Robert H. King
Project Director

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# CHAPTER I
## INTRODUCTION

The Institute for teachers and teacher-trainers in Adult Basic Education of Urban Adults was held at Lincoln University, Jefferson City, Missouri, for a period of three weeks from July 12 through July 30, 1971. The purpose of the Institute was to provide special educational activities toward teaching undereducated adults in urban communities. The specific objectives of the program were to help teachers and teacher-trainers in adult basic education **to be able to:**

1. Identify special problems of undereducated adults in urban communities.
2. Participate in discussions on the uniqueness of Afro-Americans as urban adults.
3. Identify major characteristics and values of urban adults.
4. Synthesize appropriate content and techniques in effective teaching of adults in urban communities.
5. Demonstrate skill in evaluation of adult basic educational activities by studying, analyzing, and using a number of evaluating procedures.
6. Demonstrate competence in adult basic education by planning, organizing, and conducting teacher-training programs in adult basic education of urban adults in back-home situations.

There were two major assumptions undergirding the Institute: (1) undereducated adults are generally unable to adjust sufficiently and to function productively in urban communities, and (2) training teachers and teacher-trainers in adult basic educational principles and techniques can be instrumental in effectively helping undereducated adults to fulfill themselves more adequately in adjustment to urban life and function more productively as citizens in their urban environment.

Efforts were made to recruit 100 teachers and teacher-trainers in adult education from urban communities in nine central and southern states which comprise Regions VI and VII of the Department of Health, Education and Welfare. The Institute staff and state directors of adult education worked cooperatively to meet designated criteria for systematic and desirable recruitment of eligible participants and/or alternates. The results were 82 participants enrolled in the Institute from 40 cities of eight states, excluding Kansas which was the ninth state considered for participation. The states and the number of participants from each state are listed below.

| States | Participants |
|---|---|
| Arkansas | 11 |
| Iowa | 2 |
| Kansas | 0 |
| Louisiana | 17 |
| Missouri | 15 |
| Nebraska | 2 |
| New Mexico | 1 |
| Oklahoma | 3 |
| Texas | 31 |
| Total - 8 | 82 |

Teachers and teacher-trainers from participating states ranged from one (New Mexico) to 31 (Texas). Nearly 40 per cent of the participants came from Texas followed by 21 per cent and 18 per cent from Louisiana and Missouri respectively. The 82 participants comprised 36 men and 46 women with educational levels ranging from high school graduation to graduate degrees. Ages of participants ranged from the early 20's to the late 50's. About 75 per cent of the participants were Black and Spanish American, and the other 25 per cent were white.

The sessions of the Institute were held in Martin Luther King Hall on Lincoln University campus. The Little Theater, several small rooms, office facilities and equipment, and air-conditioning provided a conducive educational environment for the Institute.

The Institute was divided into two major phases — (1) a concentrated three-week on-campus educational experience, and (2) a six-month follow-up educational undertaking in the communities of the participants, followed by a three-day on-campus workshop.

Institute activities featured on Lincoln's campus were lectures, large and small group discussions, demonstrations, supervised practice, and assigned readings and investigations of current adult educational materials. Participants were provided the opportunity to learn both in group situations and through individualized study.

Three major units of instruction were offered: (1) background of urban adults, (2) techniques of teaching, and (3) training models. The development of future teachers was the central focus of all units. Five days were devoted to each unit. Hence, 100 clock hours were given to formal instruction — 86 clock hours were given to class time, nine hours to group and individual study and consultation, and five hours to independent study.

The second phase of the Institute was devoted to on-site teacher training activities conducted by the participants. Six months were allowed the participants to conduct their on-site projects climaxed by a three-day follow-up workshop on Lincoln's campus in January, 1972.

Participants who fulfilled the chief requirements of the Institute were eligible for three hours of academic credit. Grades were awarded on the same basis as those established for regular academic course offerings at Lincoln University.

# CHAPTER II
# BACKGROUND OF URBAN ADULTS

The first instructional unit of the Institute was devoted to offering study on the background of urban adults. This unit aimed to provide opportunity for the participants to discuss, identify special problems, and understand major characteristics and values of urban adults, particularly urban Blacks. Lecture and discussion topics included African heritage, early American Negro history, development of urban communities, motivational characteristics and values of urban adults, racism in urban communities, and others. Highlights of the chief lectures presented on topics in Unit I of the Institute follow.

## AFRICAN HERITAGE

Highlights of Lecture

by
Mr. Edward Beasley

When the Romans came into Africa, there were black people around the Niger River. The Romans referred to them as people of the Niger River. As we trace the origin of Roman going into Latin and as we move from Latin into Spanish, what does Negro mean? Black!

Bey is a very interesting name. If you were to study a group of Beys in Kansas City and any other area, they are what we refer to as Moorish people. The Moors left Africa in 800 A.D. As we see the Moors conquering Spain, we find Moorish culture going into Spain; we see the culture all together — mathematics, astronomy, and many cultural contributions of the Moors. This brings us to a very intriguing question when we study Black History in Africa and Europe. I say this because it becomes a very difficult thing, because they do not identify with such.

Only in America do we have this thing on the question of blood. A black man has the strongest blood in the world. All it takes is one drop of black blood and you become black. By Louisiana law, if you have one-sixteenth black blood, you are black. In Arkansas you are black if you have one-thirty-second of black blood. It's got to be some powerful blood! This is the kind of problem we have in America.

Around 1513 Father Lacausus, Roman Catholic priest, saw the Indian dying in servitude and suggested that blacks take the Indian's place. This was supposed to be humanitarian on the father's part. For the first time we see blacks coming over as slaves to America in 1513. At that time the word "Negro" was being used. A Black did not want to be called a Negro because it associated him as being a slave. African does not mean Negro! The concept of color came about due to miscegenation, the mixing of races. During colonial times, the emphasis was on African, not on black or color.

In 1831 blacks met in Philadelphia. They were arguing there because they were trying to decide whether they wanted to be called Black, Negro, or Colored. They wanted to change the name of African because they were fearful about the American Colonization Society. They were taking the free black back to Africa settling in Liberia. Most blacks did not want to go back to Africa. So in 1831, blacks had to drop the term African because of what they were trying to do. Therefore from 1831 to 1880, we find blacks referred to as colored.

About 1880 U.S. citizens decided to change; before, they had it left as white slave and free colored. They decided to change it to White and Negro. How was "Negro" accepted in the black community? It was greatly opposed.

We find at the turn of the 20th century that black people began to call themselves the sons and daughters of Ham. Around 1917, a black man came up from Jamaica, and said, "Rise up, you black people, you can accomplish what you will if you want." That was Marcus Garvey.

In 1939 "Negro" became a proper noun; but in 1964 and 1965, Malcolm X moved over to Afro-American. 1968 was the year when there was a call for black awareness, indicating that black is not a color but a philosophy of life.

We see the return to Africa on college campuses in 1970 and 1971. This brief history is a short outline of what we may refer to as identifying the situation among blacks and how they relate to their African heritage.

# DISCOVERING NEGROES IN AMERICAN HISTORY

Highlights of Lecture

by
Mr. Edward Beasley

There are many myths regarding black people. One of the main myths that seems to stick out is the myth about blood. Although Dr. Charles Drew invented blood plasma, he died from the need of a blood transfusion. After an accident, he was rushed to a white hospital in plenty of time to receive a blood transfusion; but he was declined by the hospital because they said that they did not have any black blood. It was too late to save Drew's life by the time he was taken to a black hospital. Dr. Drew had maintained during his career that there was no difference in blood.

Another myth is that the black man is over-sexed and his sexual organs are extremely large. A black woman — her breasts are very big. It is interesting to note that when you go back and study African history, you find the Africans did things to make these things large. Big breasts, large sexual organs, oversize heads and the like had great significance to Africans because these things signified a continuation of life.

The myth that blacks have tails was encountered by soldiers in World War II. When black soldiers were coming into Paris, white soldiers had told the Parisians that black soldiers had tails. Black soldiers demonstrated to show the falsehood of this myth.

Coming into the black experience in America, black people came here with Columbus. The first city built in America was built by blacks; the city was St. Augustine in 1565. The first blacks came to America as indentured servants, but this was eventually changed to slavery. The first colony to recognize slavery was Massachussetts in 1640. In the year 1661, black men and white women in Virginia were marrying.

When you look at the colonial period, many people see that it was a change in the attitude of slavery. The relationship of the black men and the black women changed drastically as time moved on in the colonies. We find laws regulating the black male. As the black female began to nurse the white male child, the child became attached to the black mammy. Later on, the white child was given a black boy as a playmate to kick around, beat on, and the like. As the white child grew into manhood, he was given a black female which introduced him to the world of sex. What did this do psychologically to his mind? In many cases, the white man became intimately attached to the black woman.

During the revolutionary war, there were 5,000 black soldiers who fought. A large number of the cowboys of the early west were black. When you study the constitution, two points stand out: 1) the fugitive slave law and 2) the compromise of 1850 with strong emphasis on fugitive slave control. If black people were satisfied with institutional slavery as many whites claimed, why would they make a fugitive slave law to bring back runaway slaves? In institutional slavery, we find the master not using a Bible to marry his slaves, but would take a broom-stick and lay it across the floor. Then, he would tell the man and the woman to jump across the broom-stick; that was suppose to be the marriage ceremony.

Black people played important roles in the development of the West and this country. Current views concerning black people in America are disclosed in the Film I am about to show: *Black History Lost, Stolen or Strayed* by Bill Cosby.

# DEVELOPMENT OF URBAN COMMUNITIES

Highlights of Lecture

by
Dr. Charles Parrish

The concept of the plantation is the concept of a large plantation which is not typical, and the concept of the ghetto is taken from a few Northern cities — New York, Chicago, Cleveland, Detroit, and the like, and perhaps does not typify at all the life of Negroes in other communities. We have come to the habit of labeling any area where Negroes live as ghettoes.

Another point is recognition that within the city certain class and distinctions and certain groupings are so that only in very rare instances do we have a whole unified community activity or attitude. Sometimes in accordance to the way we have been viewing things recently we may say that nearly every large city has a black community and a Negro community. Instead of talking about the black community, you may refer to the several black communities that constitute a particular urban city.

What I'm trying to do here is raise questions about things which you may take for granted. We talk about things and we don't define them that often. And as a result we find ourselves having presuppositions and making certain judgments without ever investigating or answering the question, "What are the facts behind it?"

I tried a little experiment last year with one of my classes in attempting to define the ghetto. One of the interesting things found out was that when they took these cities in this fashion and began to look at them, they were not heavily concentrated Negro populations, but there were in many instances more whites in such areas than Negroes. The important significance of these findings for the young people is it might change their conception of the ghetto situation. What I'm trying to suggest to you is that we are likely to have quite a number of misconceptions and we sometimes identify certain conditions as black and therefore make positive decisions based upon a misconception of the actual situation.

Now I'm going to burden you a little with some characteristics of the United States to give you some idea of the extent to which the black communities are changing — where the action is. In the last census, 1970, all the larger cities of the United States have had considerable increases in Black population. This comes at a time when in the very largest cities of the United States there has been decline in the total population. Central cities have been losing population while area outside increases rapidly. There is a question of whether the cities are being abandoned to Blacks.

In the Southern city there has always been an indigenous population. In the Northern city, Blacks must find a place to live. This is in contrast to the south where a place is already there when Blacks move in.

In the Northern city, the Black population is a new population similar to the immigrants that came to America in the late 1890's and 1900.

Another point that is overlooked in these cities is segregation. The schools in the North are completely controlled by the Whites. Schools in the south are controlled by the Blacks.

Another point is the recognition that wherever Blacks have lived because of racism, they have been clustered together by the pressure of a segregated system. This means isolation from life of the general community in which they live. This isolation has developed various organizations designed to care for the needs and interests of all the people in these areas. Isolation has tended to produce a sort of counterpart of the association of the organizational life of a total community with the separated and isolated segment of that community. But most jobs bring Blacks and Whites together.

There has been increasing political power - a tremendous increase in the South in registered voters and therefore an increasing number of Blacks holding political office.

# MOTIVATIONAL CHARACTERISTICS AND VALUES OF URBAN ADULTS

Highlights of Lecture

by
Miss Del Finley

There are some acute problems in the urban community. Since they are real problems, it gives the person outside as well as inside the urban community a difficult job trying to deal with the people.

Problems are not only acute to Blacks, but also to Whites. A long time white America felt that it could ignore the black ghettos, but I think that now they have become aware of the fact that the ghettos affect not only that part of the city, but those areas outside as well.

The urban Blacks remind me of sort of a melting pot that turned many, many years ago into history. They are persons suffering from many different problems but trying to do the same thing. They are trying to make a new society and have been trying to make a vow to do this. It is very undesirable from our standpoint or in terms of our values, but they are still trying to do so.

The urban blacks are trying to get into a society that does not particularly want them. Most of us are part of that society, participating though we do not like to admit it. What they feel is the white society, because we wear nice clothes and because we have a car and so on; that makes us a part of the so-called "white" society.

Society is very afraid of this urban inner-city black society becoming a part of them or perhaps that the whole black group of people even uniting, and really overthrowing white America. People of the inner-city are perhaps ignorant enough to believe that there is a possibility to overthrow the "white" society.

If you look at our cities today, they are becoming predominantly black. What does that mean? It means that you are going to have a black city; and if the black people behave as they should, they can get a little power within the black city. That could be a start. Some people feel it undesirable or perhaps very far in the future. I don't.

This idea of changing society is a very normal feeling and I think that the inner-city people are aware that the white society is fearing them, and they are constantly pushing to awake the white society so that they can be aware and deal with it. I think they should force white America to deal with it; and I think that white America sits back and says that if they force us, we've got to deal with it and deal with the matters they want to be dealt with, not as we felt they need to be.

I think that the sense of black awareness or this sense of black pride is evolving very quickly, and I think personally "thank goodness" it did. When government officials sponsor a program in the city, they say here is the money to help the inner-city. Their reasoning behind it is very shallow. They have found no particular successful, professional, or scientific methods of helping the inner-city. They just hand over the money ... By the time the money gets where it is really needed to go, it has been reduced to a small part of the original amount. The mayor and other city officials must each get their part of the money. I think the people are beginning to become aware of this and they are taking the money or what is left of it and using it in the best way they can. You have had a program for five years and the inner-city had a major problem. The inner-city feels that they have been exploited, and they are right. So the program has been done for nothing in terms of making a change.

This awareness of blackness has taken structure from a totally non-violent move. It may take the shape or form as the panther movement but whatever, there is still this sense of blackness. If wearing a certain thing or wearing your hair a certain way helps, this is fine. Whatever it takes for this black awareness to become a reality to each one of you, then I think that is up to you to do that particular thing and it is not up to other persons to say you look unreal. I think that this outcome has to be and I think that it is becoming very

positive. This black awareness is perhaps more style. Many of us wear certain things because it is stylish. But all of these things together and it is still the development of the sense of blackness. It is more a move than a program. No one has filtered money to the inner-city to develop any pride in the individuals.

I think that white America needs to stop and look at the black ghetto and perhaps to look at the degree to which the ghetto is demanding that white America look. It appears to me that every federal program does not appeal to the design to help black people save themselves. At least that is not what has happened to them once the programs become real. I think they were designed to be of temporary help to people. It seems that if your great grandparents were receivers of welfare, your children, your grandchildren and your relatives are still on welfare. Has white America really thought in terms of whether black people could save themselves?

It is difficult to understand the motivational value, whether it is logical or illogical. The ideal of the whole idea of black pride is black awareness. It is an absolute prerequisite for this thing of black equality. I cannot tell a black man that he is equal until he believes that he is equal. The black person has got to feel this himself.

The people of the inner-city are very aware of their power to withdraw or their power to disrupt. It is good in the sense that they are aware of something that they can do. Everybody wants to feel this way. They need to be in the process of understanding their awareness to be disruptive. Out of this should come some sense of their ability to create.

The inner-city Blacks are aware of their needs from the white community. The problem is Whites point their eyes at the black man and tell white America, "*I am your hero,*" and in the past white America has been saying to the inner-city, "*you need our help, here it is.*" The inner-city wants to say, "*I want help and I want to ask for help when I want you to give it to me and not when you want to give it to me.*" When the inner-city does not need help, it wants to be able to say, "*I don't need your help*" and "*go back home.*" Urban blacks are trying to develop the freedom to walk around and be a part of the society like any one else.

What we should emphasize is what we are. Then we have got to speed up so that people will understand our values. We are unable to understand their differences. Their differences to us appear undesirable. Whose values are the best? If you want to become a part of white society you are going to have to move out of the inner-city and change your values to some extent.

It seems that when white America began to give money to the inner-city, the intention was to keep the people there — make them happy right there. Black America is turning the tide by making the white people move and by making them very uncomfortable.

When you deal with the inner-city, you are dealing with the following:

A group of people who are dealing with narcotics and liquor.

People who wander from one job to another — for small reasons, but real to them.

Police and Blacks looking at each other with equal suspicion. Police disrespect Blacks and Blacks disrespect police.

People who are in the various programs for the money. Many times they have other things on their minds, but they cannot really miss the class because of the money they get.

Inner-city people value education, but the thought is far in the future. Money is made available, but there is no idea of what the money is going to do or where it is going to go. They do not really know what they are going to do with it. Of course, they should have something definite in mind for the money.

# RACISM IN URBAN COMMUNITIES

Highlights of Lecture

by
Dr. William H Griffen

Racism is fundamentally the assumption that one race of people is superior to another, not necessarily biologically but culturally, socially and personally superior. It is woven into the total fabric of American society and is used often to disadvantages of non-white minorities. Its interwoven threads in culture, social structure, and personality reinforce many Americans to maintain a pattern of racism.

Cultural superiority is expressed in the feeling that civil liberties are rights which whites possess to give to non-whites. In social structures, many public workers (such as the social worker, the real estate agent, the slum landlord) are used by racists to discriminate against people of a minority group. Racism also is distinguished as attitudinal and behavioral. Attitudinal racism is any action taken against people because of their color, while behavioral racism is an action which puts non-whites at a disadvantage to favor the advantage of whites.

**BRANDS OF RACISM**

| Level of awareness | Illusion of innocence | Vaguely aware | Self-hatred | Aggressive malevolent | Tragic |
|---|---|---|---|---|---|
| Blatant | "Rednecks" | Boot-strappers | Soul-searchers | Heroes | Quitters |
| Polite | Moralistic | Tolerant | Defensive | Benevolent | Cop-outs |
| Mood | Dumb/happy | Troubled | Depressed guilty | Protective | Resolute |

*The Level of Awareness may increase, but this Does Nothing to Eradicate Racism*

**Comments on Major Brands of Racism**

1. Illusion of Innocence (Do not know they are racist)

a. "**Rednecks**" - "Whites are superior to Blacks; that's the way it is..." any trouble is caused by "outside agitators" or Communists; intellectuals are dangerous, and should be avoided if not fought; accept a "John Wayne type" as hero; fail to reflect on events.

b. **Moralistic** - "Some of our best friends are..." "We have them in our home for dinner..." utterly naive about Black anger; love the servants, give them clothes, pay their hospital bills, believe everything they say; resent being called racist; "All of us are God's creatures..." "Everyone should love other people..." "There is good and bad in all races..." fail to take racism seriously.

2. Vaguely Aware (beginning to feel uncomfortable)

a. **Boot-strappers** - Know about the problems but rationalize the causes; "Look how we started ... they should do the same..." "They are lazy..." use the Bible to prove reasons for difference - biological inferiority, although may not say this in words; very concerned about property (in contrast to people); suburb seekers to avoid pollution or other acceptable reasons; "God rewards the hard worker..."

b. **Tolerant** - do not like to talk about racism; avoid conflict; "Live and let live..." "They should have equality but gradually..." see opportunities available to minorities but do not see pressures which make minority people quit; may see subtle discrimination but do nothing to change it; disturbed by marches and violence.

3. Self-Hatred (have listened, read, begun to identify with minorities)

a. **Soul-searchers** - "Negroes have soul and we like it!" Envy carefree life of Blacks, uninhibited life; see whiteness as cause of racism and hate being white; inner fear that Blacks are better than whites; enjoy black revenge on whites; try too hard to relate to blacks, understand when not accepted, thus frustration.

b. **Defensive** - They can get along with anyone; may prove it by interracial marriage; seek ways to punish themselves for whiteness; enjoy Black talk about "kill the pigs" - self-flagulation; may endanger their lives needlessly; join the revolution.

4. Aggressive Malevolent (uses racism of self and society for advantage/power)

a. **Heroes** - "George Wallace type" "They'll never out-sing us again..." build their power on fear and hatred; refuse to change any part of the "good old American way"; "Whites have rights too!"

b. **Benevolent** - Totally aware of racism in self and society; want to help "those poor people"; preachers, teachers, social workers try to soothe and heal wounds of injustice so others won't suffer; try to be God; "change the world..." assume they are stronger than others and thus deny others full humanity and dignity.

5. Tragic (want to do something but are helpless)

a. **Quitters** - have tried to change things; "We have done all we could..." "We didn't mind when the store was robbed but the riot was the end!" "tired of being nice...will never take minority side again..." "can't change anything... We give up..."

b. **Cop-outs** - use Black separatism as excuse to quit; "They told me we have no place in the revolution..." "problem is too complex..." "don't appreciate us..." look for excuse to escape responsibility.

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# CHAPTER III

# TECHNIQUES OF TEACHING URBAN ADULT LEARNERS

Techniques are essentially tools used in educational activities. They are not ends in themselves, but serve as means to ends. Techniques of teaching are important because the **way** a lesson or subject is taught determines to some degree **what** is learned or accomplished. The techniques or methods used in a teaching-learning situation should have a great deal to do with the subjects being taught, the clientele of students participating, the atmosphere of the group, group interrelationships, and the skills of the teacher. Much of the basic learning and change that takes place in the learners depend largely on the appropriate selection and use of techniques.

Methods or techniques are not to be chosen arbitrarily, but rather for their appropriateness to the educational situation. A technique that is effective in one situation may be ineffective in another. One person suggested: "The best technique for any given occasion is the one that accomplishes the best results in the best way."

A number of techniques are employed in adult educational acitivites. They may vary from one educational situation to another. Teachers need skill in the effective use of techniques in activities of adult learners. In order for participants of the Institute to develop understanding and skill in adult educational techniques, several presentations were given to provide them with opportunities for study and practice.

# RECRUITMENT, MOTIVATION AND RETENTION

by
Dr. Robert H. King

Recruitment is a vital aspect of the adult educational program. Effectiveness of recruitment may determine to some extent the motivation and retention of adult students. Therefore, ways of recruiting adult students are important.

There are **three major ways of recruiting adults** to an educational program:

1. Through agencies, organizations, and institutions such as employment agencies, welfare service, human development, community centers, housing authority, churches, and civic organizations.

2. By personal contact — have recruiters to make calls in person or by telephone on persons whose names have been acquired as prospective students.

3. Through mass media — letters inviting adults to come to the program, and announcements about the program in the newspaper, on radio and television, and so on.

**Information** about the program **should be clear and concise**, such as the purpose of the program, subjects that are offered, the time, the place, and the name and telephone number of the person in charge.

Upon the arrival of adults to a program, there should be **well-planned orientation** to put the students at ease, to make them feel that they are wanted and cared for, to give teachers opportunity to build rapport with the students, and to make sure they are adequately enrolled and assigned to appropriate classes.

**Effective orientation is a key to motivation** — the response of the student to what is being offered, a drive which impels a student to want to learn something. Adult students tend to be more highly motivated **when the teacher is able to relate**, is personable and student-oriented in his teaching rather than when the teacher is impersonable and subject-matter oriented. For the teacher to be motivational, he must be sure that the **students are learning what they want to learn and what satisfies their educational needs.** Learning is facilitated for adults when they experience satisfaction of their interests and needs. Moreover, adults seem to be motivated **if learning is useful** and can be applied in their life-situations toward self-improvement.

If adult students are motivated, **retention** is less hazardous. Adults attend school voluntarily, not from coercion as children. Generally, they have done a full day's work and attend school to better their personal, social and/or working conditions. Adult students have to fight many a problem to get to school — inclement weather, traffic, parking, eating, family responsibilities, social and religious demands, and so on. In spite of the sacrificial experiences, it is estimated that about three out of ten adults in basic education drop out.

Teachers and administrators can pursue **a number of hints to keep adult students in educational programs:**

1. Notice the first signs of dissatisfaction an adult student shows and try to remove or correct the causes for dissatisfaction.

2. Immediately call on a student when he is absent to find out the reason for the absence and encourage the student to return to school right away or as soon as possible.

3. Provide counseling opportunities for adult students to air their grievances and to discuss their problems whether personal or educational.

4. Continue to evaluate facilities, equipment, teaching techniques, and subject matter to see that they are geared for wholesome adult learning.

5. Offer in-service training to teachers in retaining their students for effective and useful learning-experiences.

# TECHNIQUES IN TEACHING URBAN ADULTS

Highlights of Lecture

by
Mrs. Antronette Brown

A basis for making a scientific approach to teaching adults is testing. In adult education we have the individualized approach to teaching. We only provide that which needs to be provided, and teach that which needs to be taught. How we do this? We do so from the results of achievement tests.

**Three areas of teaching.** The three chief areas of teaching adults are communication art, numeric skills, and social living. They are identified as follows:

1. Communication arts are reading, language, spelling and writing.

2. Numeric skills are everything from the most simple in math to the most complex.

3. Social living refers to individual training and guidance in solving problems in the home, the family, and anything that might help one to be a better person in the community.

**Teach in different ways.** Teaching adults may be done through large and small group discussions, machines, commerical material, and teacher-made material. No one's particular way can stand up before a group of students, because all students do not need the same things.

Most adult teaching is done through small groups or individually. In the small group technique, persons are brought together with the same need to learn in a particular subject area. Adults prefer the individualized type of teaching because they often are ashamed of what they are doing.

Teacher-made material is encouraged. Develop a file of materials you found successful at various levels. Then, it is there when an individual needs it. Use a paraprofessional. Under the direction of the teacher, the paraprofessional can be very helpful.

**Things to remember.** There are certain things to be remembered by teachers of adults when using the techniques above. They are as follows:

1. The teacher cannot learn the student. The teacher is to motivate, be able to translate subject matter in terms of the student's world, ask questions to give direction to the student, and be able to vary subject-matter explanations. The teacher needs to provide personal support to the student, but not give too much or too little attention. The teacher is to be able to stimulate the student without threatening him.

2. The time factor is also important. A certain amount of time is necessary to learn a skill. Look at your skill and think how long you worked on that particular skill. Give the student time to develop skill in learning subjects and activities.

3. Use different techniques. Do not just give an assignment and expect students to learn. Teach more on an individual level. Suggest ways in which you may help the adult student to learn best in the classroom.

# PSYCHOLOGICAL TESTS IN ADULT BASIC EDUCATION

Highlights of Lecture

by
Mr. Theodore Bryant

**There are some basic problems** in psychological testing of adults. Tests are designed mainly to pick out a certain part of the personality; they can't get it all, because people act as a whole rather than as a part. The main problem of intelligence tests does not lie in the tests, but in the individual who administers the tests and in the interpretations he gives. Adults are usually fearful of examinations, because examinations are related to something in the past when they were left out or simply left behind.

**Do we really need tests?** Yes, because we need some way in which we can make a judgment. The chief purpose of testing is to find what subject areas in which an individual falls short. Once we know this, we then can make the test work by teaching the individual in the subject areas where he is not up to the standard.

Most adults feel they cannot compete with younger people who are still in school. However, once they get into the classroom, they feel they can do it. Adults on a whole do better.

People of limited ability are usually referred to as disadvantaged — persons whose environment has not been conducive to their learning. These persons are considered disadvantaged because they do not have a job, education, and so on. They are often taken advantage of by people who are not disadvantaged.

In teaching adults, we need some means by which we can decide what the individual has or does not have. The best way to decide what a person can do is to have behavioral measurements — that is, what could he do when he came to us and what can he do when he leaves us. If he is the same, then we have not done anything.

**People have many intelligences,** not just one. It is our job to find which intelligence is better for the individual, to bring it out, and to make the other intelligences more equal.

When we are trying to make an achievement examination, it has to take into account a number of subject and geographic areas, not just one. The students, who take the test, are competing with people in a number of subject areas throughout the country. Most tests of achievement are based on national norms geared to match the achievement of people in other cultures, and geographic areas.

**The TABE and ABLE tests** are designed specifically for adults, especially those who have not taken exams very much before. The attitude of the students taking the exam will be greatly effected by the persons giving the exams.

We also have the Culture Free test. This test is supposed to be free from all cultures; it is composed largely of pictures. Moreover, there is the Culture Free Entrance Exam for both male and female. It is a test that shows activity instead of words. Culture Free means that the culture from which the individual comes does not affect the test results, but one does not have to come from a similar culture to pass the exam.

The TAT and other tests are to find personality factors from which we can discover something about the student's culture and educational background. These tests are interpreted by the person who administers them, whereas other achievement and personality tests are interpreted by someone else. Tests should be used in adult education, especially when accountability has to be demonstrated.

# TECHNIQUES OF TEACHING READING TO ADULTS

Highlights of Presentation

by
Dr. John E. George

**The approach** doesn't let the person fail at all. He never fails. Why? I simply start with his language. Will someone volunteer? It would make more sense if I showed you how to do this rather than if I just talked about it. You will be able to see the steps much more clearly.

(Blanche Allen volunteers from audience).

Blanche and I are going to show you how to use Blanche's language, Blanche's experiences to teach Blanche how to read words and how to read sentences.

I take a picture like this — a picture of a mother and her daughter, and I can say to Blanche, *"I am going to teach you a word."* But first I go through all of the needs.

*Dr. George:* How do you feel?
*Blanche:* Fine
*Dr. George:* Pretty good. O.K.?
*Dr. George to audience:* I go through all of the needs but because of time, I can't right now.
*Dr. George:* Blanche, could you tell me about the picture?
*Blanche:* Yes, this is a girl. The girl is cutting paper.
*Dr. George:* What did you say this is?
*Blanche:* A girl.
*Dr. George:* Would you say that again?
*Blanche:* Girl.
*Dr. George to audience:* I took something from Blanche's language.
*Dr. George:* Could you say that again?
*Blanche:* Girl.
*Dr. George to audience:* Blanche did not say the word, girl, because I said the word, girl. I did not say the word.
*Dr. George:* Say the word again.
*Blanche:* Girl.
*Dr. George to audience:* You see I'm writing it down about as many times as there are letters in the word.
*Dr. George:* Say it again, Blanche.
*Blanche:* Girl.
*Dr. George:* And one more time.
*Blanche:* Girl.
*Dr. George:* Blanche, can you read this word?
*Blanche:* Girl.
*Dr. George to audience:* Blanche is an illiterate who didn't know how to read at all.
*Dr. George:* Good! Let's see you spell the word. Girl is spelled g-i-r-l. Could you point to the letters and spell it, Blanche?
(Blanche hesitates)
*Dr. George to audience:* In some situations you may have to work with needs again.
*Dr. George:* Blanche, we will go over it again for you and you do just what I do. O.K.? g-i-r-l
*Blanche:* G-i-r-l
*Dr. George:* Very good. What is this letter right here?
*Blanche:* L
*Dr. George:* Very good.
*Dr. George to audience:* Now I will see that Blanche takes a pencil, and copies the word, girl.
*Dr. George:* Blanche, take this pencil and copy this just the way it is here.
*Dr. George to audience:* Blanche used her own language. If she hadn't said girl when she looked at this picture, I would have selected girl. But I used Blanche's language.
*Dr. George:* Good, Blanche. What's the word?
*Blanche:* Girl.
*Dr. George:* What does my word say?
*Blanche:* Girl.
*Dr. George:* What does your word say?
*Blanche:* Girl.
*Dr. George:* Now, Blanche, take this word and place it on the back of your word. Good!
*Dr. George to audience:* Now Blanche has what you would have if you had the materials, her word book. It's not my word book and not the man's word book.
*Dr. George:* Blanche, can you read the word?
*Blanche:* Girl.
*Dr. George to audience:* Blanche can turn the page and there in the materials is the picture of a girl. Now Blanche didn't know how to read anything. She now knows how to read words. I'll ask Blanche to practice with this word and tomorrow we will do a new word - just one word in that sentence each day.
*Dr. George to audience:* If I had brought the materials which is a phonics book, you would see the phonics that is taught from the language of the person that is being taught, not from my language. Why? Let's take the word, "on" for example. That word is not pronounced the same by all. All of you, say the word, on.
*Audience:* On.
*Dr. George:* Again.
*Audience:* On.
*Dr. George:* I hear different pronounciations. In the Southeast that word is pronounced the way you would pronounce o-w-n. When you teach grownups from a book and try to teach someone to pronounce o-n as a-h, to teach that in isolation is ridicules. What you have is words of the language of the person being taught, because dialect differs too much.

I will give Blanche the phonics materials to use. Blanche can read one word now. I will show you how to teach Blanche to read sentences using Blanche's language, Blanche's experiences, not mine. The other book in the materials has photographs in it and directions for exactly what to do and what to say.
*Dr. George:* Blanche, will you tell me about this picture?
*Blanche:* I see a woman and a girl.
*Dr. George:* Go on. Talk as much about it as you can.
*Blanche:* The girl is cutting paper.
*Dr. George:* Would you say that again?
*Blanche:* The girl is cutting paper.
*Dr. George:* Could you say that again?
*Blanche:* The girl is cutting paper.
*Dr. George to audience:* I am printing slowly. I'm not writing in long hand.
*Dr. George:* Will you say that again, Blanche?
*Blanche:* The girl is cutting paper.
*Dr. George:* Will you say it again?
*Blanche:* The girl is cutting paper.
*Dr. George:* Will you say that one more time?
*Blanche:* The girl is cutting paper.
*Dr. George:* All right, Blanche, could we read this sentence?
*Blanche:* The girl is cutting paper.
(Dr. George continues by selecting single words from the sentence)
*Dr. George to audience:* We want Blanche to read the way she talks. That's the way people who read, read.
*Dr. George:* Blanche, just by looking at it, can you say this word?
*Blanche:* Fun.
*Dr. George:* Say it again.
*Blanche:* Fun.
*Dr. George:* What's that word?
*Blanche:* Fun.
*Dr. George:* Could you read the title and then the whole story?
*Blanche:* Fun. The girl is cutting paper.
*Dr. George:* Now, Blanche, copy that right here on the bottom half of this paper.

Blanche is able to read the word, girl. Blanche is able to read, fun. The girl is cutting paper. If Blanche practices between now and the next time we have a lesson, perhaps tomorrow, then Blanche will remember that story tomorrow without any trouble. If she doesn't practice, she might not be able to remember it.

If we work for three weeks we will have about fifteen stories with words like that. By the time we have fifteen stories, she will no longer be memorizing them. It is a lot of memory, but Blanche must focus on the letters to figure out what each word is.

Blanche is also getting practice writing. She is getting practice speaking in complete sentences, and she is learning to read. It is reading a sentence that is Blanche's own sentence that will cause Blanche to read in a shorter time than you can imagine.

(For more information on Dr. George's Tutor-Student System for teaching basic reading write to National Tutoring Institute, Inc., Box 2112, Kansas City, Missouri 64142).

# THE LANGUAGE EXPERIENCE APPROACH TO TEACHING READING

by
Dr. George L. Johnson

I. What the Language Experience Approach is:

A. An approach which uses the speaking vocabulary of the learner as the starting point to reading.

B. Instead of beginning with a predetermined vocabulary, the learner starts with his speaking vocabulary as basis and this, in turn, becomes his sight vocabulary.

C. The learner is encouraged to recognize that:

1. What he can think about, he can talk about.
2. What he can say, he can write.
3. What he can write, he can read.
4. If he can read what he writes, he can read what others write.

II. Materials for reading:

A. Learner develops his own materials for reading.

B. One learns to recognize words from his dictation and writing. Thus he is free from the pressure of following pre-determined, pre-chosen material which may or may not be meaningful to him.

C. Motivation for reading stems from the learner's realization that his oral expression, based upon his own experiences and thoughts can be written and read along with the thoughts and ideas of others.

III. How it works:

A. The approach is one which integrates other forms of expression: speaking, writing, drawing or illustration with reading.

B. There is no vocabulary control imposed on the learner except that which stems from the limitations of the learner himself.

C. Formal reading readiness, as such, is not stressed. It is important that the learner should know how to express his thoughts and learn to read them when expressed in writing.

D. Where one doesn't write, material can be dictated to his teacher who can write it for him.

E. The teacher makes an effort to help the learner grow in his ability to recognize his own language, the printed language of others, and to develop skills in recognizing at sight words which are in his listening and speaking vocabularies.

IV. Some Concepts the Teacher Should Hold:

A. As basis of reading, the learner should gain the feeling that his own ideas are important enough to be expressed, and his own language should be the basis of that expression.

B. Freedom in self-expression, oral and written, leads to self-confidence in all language usage which includes reading.

C. The basis of the learner's oral and written expression stems from his sensitivity to his environment both in the classroom and the world at large.

D. One's oral expression may be stimulated and strengthened through several media: graphic symbols, drawing, painting, music, and so on.

E. The learner's own thoughts can serve as a basis for development of instructional reading materials.

F. The natural flow of language development follows a pattern:

1. One's oral expression is stimulated and strengthened through expression in art.
2. One's written expression flows easily from his oral expression.
3. Motivation for reading follows from one seeing his own language in written form.
4. After reading his own language in written form, the learner often moves "naturally" into reading the written language of others.
5. Skills in letter formation, word recognition, spelling, phonics, style and form can be developed most meaningfully from the learner's own language.
6. Numerous activities, experiences and devices provide for interaction of the learner, such as bookmaking, reading to others, storytelling, dictating; these in turn help develop self-confidence in expanding ideas and refining language skills.

V. Some Concepts the Learner Should Develop:

A. What ever he thinks about he can talk about.

B. As the learner represents the sounds he makes through speech with symbols (letters), he uses those same symbols over and over.

C. Every word he uses begins with a sound that he can write down.

D. What he has to say and write is as important to him as what other people have written for him to read.

E. Most of the words he uses are the same ones which are used by other people who write things for him to read. (This helps the learner to get a sort of "built-in" feeling that the main purpose of reading is to deal with the ideas of others rather than with the words used.)

VI. When properly implemented, the language-experience approach to reading helps the learner to understand what reading is really "all about" and what it means in the world about him, such as:

A. Its value in his own life.

B. The skills he needs to develop in order to achieve his reading purposes.

C. The relationship of reading to thinking.

D. The stimulation which reading can give to creative living.

# DIFFERENCES BETWEEN DIALECT PROBLEMS AND READING PROBLEMS

by
Dr. John K. Sherk, Jr.

No mention has been made of what standard English is. Standard English is that English "...used to carry on the important affairs of our country," as Charles Fries has stated. In other words, standard English is that language system that is accepted and understood by the vast majority of people in our society, even those who may speak a non-standard variety of English. It is the "universal" dialect of our society, used by government officials, TV announcers, and educated people; it is also the language of the classroom. Standard English is not, however, the language of pre-primers and primers. It is not the stilted, lifeless language of English textbooks, and it is not the stuffy affect English of the purist.

Standard English is a language system. Non-standard English is also systematic. Therefore, these forms differ systematically from each other. Therein lies the problem for disadvantaged pupils. What the disadvantaged pupil already knows of his variety of English interferes with his learning of the standard variety. The two dialects are related but separate systems.

Several examples which are characteristic of the so-called Negro dialect may serve to illustrate this principle of interference and how it impedes normal progress in learning standard English.

One characteristic noted by linguists is that of "R-lessness." The final sound represented by writing the letter "r" is often left off. Words like door, more, floor, and four are pronounced as if they were the words dough, mow, flow, and foe. Final R-lessness creates many more homonyms in the speech of "ghetto" youngsters. It is obvious that this becomes confusing to pupils in reading situations, particularly when one pupil is reading aloud a strange word like "foe" and the class listening automatically attaches its meaning of "four", as in the sentence, "The foe is coming." It is curiously ironic to note that speakers of New England English handle their "r's" somewhat differently, too, sometimes distorting the final "r" in car and sometimes putting an "r" on the end of a word such as **idea** so that it sounds like **idear**. Yet the linguistic consequences of this do not seem nearly so damaging (to progress in Language Arts) in New England. Actually, each group is guilty of the same deviation.

Another of the characteristic deviations from standard English found in the so-called Negro dialect is the handling of the "s" sound in certain common speaking situations. For example, "s" is the agreement sound for third person singular, present tense verbs in standard English. The sentences, "He **talks** to me every day" and "My father **comes** home on the bus," become "He **talk** to me every day" and "My father **come** home on the bus" in this dialect. It can be observed that in these situations the "s" sounds are commonly omitted.

In the third person plural, present tense in standard English, when the subject is **they**, the "s" is dropped as an agreement sound of the verb. In the cited dialect in this speaking situation, the "s" sound is added. Thus, the sentence, "They **talk** to me every day," becomes "They **talks** to me every day," and "They **look** nice in their new clothes" becomes "They **looks** nice in they (their) new clothes." In oral reading many pupils retain the dialect pattern of omitting and inserting "s" rather than reading the text as it is printed. Knowing this, the teacher who intends to call on a pupil for oral reading can point out ahead of time these characteristics of standard printed English so that when the pupils do read aloud, they do not practice inaccurate oral reading. Enlightened teaching, then, should have the effect of enablihg pupils to avoid errors in this situation rather than to correct them after they occur. The only way teachers can know how to do this is to learn the dialect.

Another illustration of the principle of interference is the non-standard use of the verb **to be**. The differences in the use of the forms of

**to be** are so great that they cannot all be included here. Some of the most outstanding can be found in the present and present progressive tenses. The standard form of **to be** is omitted in sentences like "He is playing" (He playing). The sentence, "He is here," would be "He here," meaning "He is here at this moment." To show that someone is regularly here, the dialect has the form "He be here." To show that someone is continually here (that is **all** the time) the dialect has the form "He bes here."

It is suggested that teachers of speakers of non-standard dialects should begin to improve their own understanding of their pupils' language by: (1) Accepting the language of the pupils; becoming aware that by rejecting the language of the students they are rejecting the students themselves; and realizing that degrading the students' language also degrades their parents, friends, and neighbors, and makes it more difficult for them to accept another language system because their own is not accepted. (2) Determining the items in the pupils' speech that require the focus of instruction; listening to the speech of the pupils analytically instead of critically.

It is also suggested that teachers concerned with this problem should develop in pupils certain key concepts of language. One important concept is that language has variety; there are numerous language systems in our society; they can be identified; and each is appropriate for the speaker who uses it; the language system that communicates ideas and feelings effectively and the one that is comfortable for the speaker and listener is appropriate.

A second key concept of language is that standard English is the variety of English understood by most people — regardless of the particular varieties of English they themselves speak. Standard English is a kind of universal dialect in our society; it is the variety of English used in many of the important affairs of society. Therefore, standard English must be learned as an alternate dialect; it must be mastered to the extent necessary to assure effective communication without embarrassment or discomfort; and the pupil must understand and recognize those situations in which standard English is appropriate. Further, students should understand the social, vocational, and academic benefits of learning and using standard English effectively.

This qualitative difference between the vocabulary of standard and non-standard English is much more than a lack of words or different or fewer words within conceptual areas. The qualitative difference in vocabulary is a reflection of a qualitative difference in experience. Vocabulary is an outgrowth of experience. Stated another way, experiences are the building blocks of concepts and words are symbols of concepts. If children lack experiences, their conceptual development and vocabulary will not be the same as others. In short, vocabulary reflects culture; and if the culture is disadvantaged, then the vocabulary it generates will be disadvantaged also.

In truth, teaching the reading of standard English to pupils who use a non-standard dialect is not a simple matter. The only real resource the teacher has is her class — her pupils. She can learn to communicate with them rather than just to talk to them; these pupils will be eager to share their language with her.

Learning to read is not an inborn, biologically guaranteed function; it is a socially imposed cultural function, representing a demand by society that all its members shall participate in its communications. In order to insure that children of the "Ghetto" may participate fully in the symbol culture, it is necessary to start with what they bring with them when they come to school. If we as teachers deny them full and free use of their language, we are in reality denying them access to their cultural heritage, and we are denying them membership-in-full-standing in the society into which they were born.

# MEASURING AND/OR EVALUATING ADULT READING PROBLEMS

by
Dr. Robert E. Leibert

**Standardized versus Informal Tests**

Standardized tests yield a total score for each of several areas which indicates how an individual ranks in comparison with other individuals upon whom the test was normed. Perhaps the most unfortunate term ever coined was the grade-level score. Test makers employed it to indicate differences in performance on the test, but school people began to equate these scores with instructional materials.

For children the evidence is abundant and clear that standardized tests and informal tests do not measure the same things. Because of the nature of standardized tests it is reasonable to assume that differences will exist for adults also, although the effects may be different.

1) The standardized test may not have been normed on adults or on a population similar to the adults in your area. Thus the norms might reflect an average performance which is too high or too low for your group.

2) Standardized tests employ multiple-choice answers which make group testing and rapid scoring possible. However, multiple-choice also makes the answer more valuable than the process, that is, the test is insensitive to the process. Thus, it cannot detect inaccurate reading, guessing or blind responding. The answer marked does not provide any information about how or why the choice was made. There is also a certain understanding needed to deal with multiple-choice items.

3) Standardized tests may be power tests, but most tests must be concluded after a certain amount of elapsed time thus making time a factor which might affect performance. The slow reader, the deliberate worker, the cautious person may be penalized for their response styles. The person who is not used to working under pressure for sustained periods may fare poorly.

4) Standardized tests may include sub-tests which relate to reading as a tool rather than as a process. For example, some tests measure the ability to alphabetize words, use a table of contents or read a map. Strengths or weaknesses in these areas may seriously alter the total picture if aggregate scores are employed.

5) For the adult, the standardized test is a measure of a diverse set of functions including personality, reading abilities, test savvy and factors related to multiple-choice items. These factors are sensitive to change, **may** indicate specific needs but are not an indicator of the appropriate difficulty of instructional materials.

**Informal Tests**

Informal tests are not free from problems. The results are influenced by the materials and the examiner. Slight progress is hard to demonstrate. Testing requires more time. However, the utility and specificity of the results make them a valuable contribution to the classroom instructional program. Regardless of first impressions, they can be administered in the classroom.

**Test Interpretation**

The informal reading test should help provide two sets of information: 1) the level of passage difficulty which is suitable for general reading instruction and 2) the areas of reading which require attention.

**General Instructional Level**

This is a level characterized by fairly fluent reading and adequate comprehension. The concept of instructional level is based upon the idea that the development of the reading process can be maximized under teacher guidance using materials which offer challenge without frustration.

The level is established by comparing the error rates, comprehension and rate of reading of the passages read to find the highest level where reasonable performance was made.

**Description of Readers**

The following description is provided to suggest how learners at various stages of reading development might perform when they read the Adult Informal Reading Test*

**Non-Reader**

A person who can read few or no words, may or may not recognize and name letters in the alphabet. This person would make numerous errors on the pre-primer list. He would have difficulty attempting to read the initial part of the Case Worker.

**Beginning Reader**

This is a stage of learning to retain words; decoding ability is developing. He may finger point in the early stages, and progresses from word-by-word calling (which requires much effort and concentration) - to more rapid word-by-word reading - to some partial phrasing.

He would make more than six errors on the Mitzel I list and would make more than six errors on one or more of the Botel Lists. By or before the fourth level, his oral reading would show strong signs of frustration either in mannerisms (finger pointing, voice, etc.) and/or actual errors. Rate of reading deteriorates rapidly.

**Intermediate Reader**

This reader has developed an adequate stock of commonly used words. He should be developing more sophisticated word analysis skills or means by which he can easily master large numbers of new words. He is developing fluency and attaining a closer relationship between his speech and oral reading.

He will generally make fewer than nine errors on the Mitzel II list. He reads with fluency in the third through sixth reader level range. Silent reading rate is becoming distinctly superior to oral reading rate at instructional level(s).

**Advanced Reader**

This reader has reached a stage where he is able to read and understand (at least at a literal level) most things within his experience and background. He has developed a style of reading in terms of comprehension, techniques of reading and rate. The major instructional concern is developing higher levels of comprehension and more variety in the techniques of reading.

**Mature Reader**

This is the reading adult who relates what he reads to the events of the world around him. He is a critical consumer of printed media.

**Comprehension**

In general comprehension is independent of rate and errors. Some adults will experience difficulty in comprehending as their reading becomes dysfluent and inaccurate, others will maintain strong comprehension in the same situation, and still others will sound fluent and not understand the material completed.

*Bear in mind that any categorization of human behavior is hazardous at best and that people do not always fit the neat boundaries indicated.

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# CHAPTER IV

## MODELS FOR DEVELOPING TEACHER TRAINING PROGRAMS

The Institute provided opportunities for the participants to develop competence and skill in procedures for planning and designing teacher-training activities in adult basic education. Upon designing their programs, the participants discussed their plans with each other and sought the guidance of the consultants and resource persons of the Institute. Copies of the program plans were presented to the Institute staff for final comments and for approval to be implemented by the participants in their respective states and cities.

Three models for planning programs were presented to the participants to guide them in designing their programs. Each participant chose the model which seemed best for planning his ABE teacher training activity. Some modification of the models were encouraged to provide for flexibility and adaptation to the participants' back-home situations and teacher clientele.

# SIX-STEP PROGRAM PLANNING PROCEDURE FOR ADULT EDUCATIONAL ACTIVITIES

(Model I)

by
Dr. James Seeney

Most adults are highly motivated when they come to school. They tend to work hard and compete with each other. It is important for them to have a systematic approach to learning which results in behavioral change in (1) understanding and knowledge, (2) skills, and (3) attitudes and appreciations. In order for adult educational programs to have changing effects, they should be planned to satisfy the participants' educational needs — specific understanding, knowledge, skills, attitudes and appreciations which are **lacking** but **required** for a person to attain a more desirable condition. Below is a six-step procedure for planning adult educational programs to meet the educational needs and interests of adult learners.

1. List needs or deficiencies of your group as you see them, or get them by
   (a) Questionnaires
   (b) Discussion with group
   (c) Checklists
   (d) Interviews
   (e) Observations

2. Translate needs into subject matter area
   (a) Topics
   (b) Questions
   (c) Problems.

3. Detail questions, topics, into bits of subject matter. Write goals based on democratic values -
   (a) Understanding and knowledge
   (b) Skills
   (c) Attitudes and appreciations.

Write these so you can test them by

   (a) Audience reaction
   (b) Opinionnaires
   (c) Test questions on 3x5 cards.

4. List educational aids
   (a) Resource Persons (for what purpose)
   (b) Books, magazines and pamphlets (by title)
   (c) Films and Filmstrips
   (d) Visual Aids.

5. Techniques (Methods) - assume and secure as much participation from the group as they are capable of doing through use of the following:
   (a) Colloquy - representatives from audience to point up questions to resource persons.
   (b) Committee - group to plan single or series of educational activities.
   (c) Demonstration - Show how to perform.
   (d) Field Trip - Educational tour under direction of a leader.
   (e) Forum - Open discussion of group with moderator and resource persons.
   (f) Group discussion - Purposeful discussion by group - use a moderator or leader.
   (g) Interview - A person from group interviews - a resource person with audience participation.
   (h) Panel - Three to six persons having a purposeful conversation on topic.
   (i) Quiet Meeting - Characterized by periods of silence for reflection on problem or topic before them.
   (j) Role-Playing - Act out the part.
   (k) Seminar - Under leader, participants work on research problem.
   (l) Speaker - Present facts.
   (m) Symposium (ancient) - Group sits around at dinner with moderator and addresses themselves to a question or problem.
   (n) Symposium (modern) - Resource persons present talks on issues followed by questions.

Feel free to use a combination of the above techniques.

6. Outline Program
   Time-table
   Jobs to be done
   Persons to do the jobs
   Educational aids, equipment and facilities.

# SIX-STEP PROBLEM-SOLVING PROCEDURE FOR ADULT EDUCATIONAL PROGRAM PLANNING

(Model II)

by
Dr. Robert H. King

An educational problem is a factor or condition that prevents the attainment or maintenance of a desirable situation or condition. In problem solving, a group develops solutions to problems of concern to the whole group by a systematic operational procedure. It is a procedure which provides opportunity for group participants to identify or define their educational problem, decide on a solution, and implement the solution through an educational activity. The problem-solving procedure of program planning allows the participants to learn by doing. Six major steps of planning, developing, and implementing an adult educational program by the problem-solving procedure are outlined below.

*Step 1*

Identify the Educational Problem

a. Recognize the general problem area

1. From a personal view
2. From others point of view

b. Observe cues, signs, and/or indications of educational problems

c. Arrange cues into clusters or syndromes according to their similarities or characteristics

d. Determine the educational problem.

*Step 2*

State purpose and objectives for attacking the problem

a. The purpose and objectives are to be clearly stated, understandable, and realistic

b. They are to be in terms of bringing about change in behavior.

*Step 3*

Gather information pertinent to the problem

a. Read books and other reading materials

b. Review films, filmstrips, tapes, and so on

c. Consult with knowledgeable and experiential persons

d. Collect opinions and share personal experiences.

*Step 4*

Arrive at possible solutions

a. On the basis of resource information

b. On the basis of personal experience (yours and others)

c. In terms of bringing about change.

d. By clarifying, harmonizing, and summarizing.

*Step 5*

Reach a decision on the solution

a. A conclusive statement as to how the problem may be solved

b. The statement is to be in keeping with purposes and objectives

c. The statement is to be capable of being developed into an educational activity.

*Step 6*

Plan and carry out the decided solution

a. Adult basic educational activity is to be planned for carrying out the solution.

b. Curriculum is to be developed or re-developed to enhance the problem-solving process.

c. Teaching competence and techniques are to be assessed or re-assessed to insure effectiveness.

d. Feedback and evaluation are to be exercised for achievement of the purpose and objectives and for a realization of the solution.

# A TWELVE-STEP PROCEDURE FOR PROGRAM PLANNING OF ADULT EDUCATIONAL ACTIVITIES

(Model III)

by
Dr. Robert L. Jack

The twelve-step procedure for organizing and conducting a training program for teachers of adult basic education is as follows:

*STEP 1*

*Secure The Approval and Cooperation of the Parent Body*

The parent body might be a local board of education, the adult and continuing education office of a community college, a community action program, a Y.M.C.A., to name a few. It is a major responsibility of the adult educator to demonstrate to these people the need for conducting a training program for undereducated adults.

*STEP 2*

*Educational Diagnosis*

The purpose of the diagnostic process in adult education is similar to the diagnostic process in other areas. The purpose of this is to predict what will occur in the group situations of the teaching-learning process. The diagnostic approach to teaching adults enables administrators and adults to formulate realistic objectives.

Most instruction in skills is carried out through such educational teaching as textbooks, workshops, programmed instruction, audio-visual programs, and teaching kits. One of the objectives of the diagnosis is to find the appropriate material for each student.

How much diagnosis is needed?

We should think of diagnosis as being a continuing function of teaching. The reader should not wait until he has completed a diagnosis for a student before beginning his instructional program. The most important phase is the actual trying out material to see if it really fits the student's need.

Once a diagnosis has been made, we attempt to treat the problems by educational means. Unlike a medical diagnosis obtained by a doctor, the medical doctor prescribes pills and other medication for treating the disease. In a teaching-training program for undereducated adults, we determine the kinds of educational activities needed by the group on the basis of information obtained.

It has been stated that there are four kinds of needs associated with diagnostic procedure. These needs are as follows:

*Educational Need* - This kind of need refers to a lack or deficiency which may be satisfied by means of a learning experience

*Felt Need* - Something regarded as necessary by the person concerned. A need is essentially negative. It is a lack or deficiency.

*Real Educational Need* - What a person lacks and which might be acquired through learning, based on an accredited standard of values.

*Symptomatic Educational Need* - This indicates a manifestation of a need which a person considers real. It could be used as a clue to a real need.

On the basis of his knowledge of the four needs listed in the foregoing, the trained and perceptive adult educator might diagnose the educational needs of his adult basic education program.

*Pre-program diagnosis* - In this procedure, the adult educator attempts to ascertain what the teacher-training program should entail.

*Development Diagnosis* - Here the diagnostic process evolves with the need of groups over a period of time. Problems and needs change.

*Collaborative Diagnosis* - This type of diagnosis might be used by a variety of persons or agencies. The adult educator is only one of the persons involved in the diagnostic process.

*STEP 3*

*Formulate Realistic Goals*

After the problems and issues have been identified through the diagnostic process, the next step should be to set up realistic goals for the participants. It might be the goal of some members of the group to learn how to read and write better, how to fill out an application, to prepare for a job interview, how to better supervise their children, and how to buy goods more economically. The formulation of goals for adult educational activities should be made in cooperation with the participants.

*STEP 4*

*Formulate A Goal-Centered Curriculum*

The adult basic education curriculum should be goal-centered. Adult basic education teachers have reported that many of their students have high educational and vocational aspirations. Hence, the curriculum should include orientation to the world of work, health practices, consumer education, fundamental social science concepts, fundamental science concepts, citizen rights and responsibilities, and personal-social development. The curriculum should be designed to meet as much as possible, the students' immediate needs and to recognize that attitude change is vital to their success.

*STEP 5*

*Provide Adequate Resources*

Adequate human and material resources should be made available in order to attain the realistic objectives that have been formulated by the group. Each person of the group is able to serve as a resource person to a certain extent.

*STEP 6*

*Variation of Techniques*

Perhaps the most important development within adult education in this country is the recent shift of emphasis from the individual to the group as the unit of educational experience, and from the course to the group as the unit of educational planning. Such techniques include group discussion, role-playing, panel forum, symposium, speech colloquy, committee, field trips, and demonstrations. Sub-techniques are buzz session, idea inventory, listening and observing group, question period, and screening panel.

This new emphasis relies on a new concept, a concept of education as inter-personal experience in rethinking the goals and meanings of human behavior rather than the accretion of information related to selected behavior fields. These experiences are interpreted in the light of general ideas or principles of understandings.

The mark of a group is shared development of a common method of approach to the problems arising out of the different perspectives of its members.

*STEP 7*

*Effective Leadership*

Any successful in-service training program will depend largely upon

willing, enthusiastic and creative leadership. Program planning should involve administrators, teachers and participants. It is not feasible for administrators and teachers to plan programs without involving the members of the clientele for which the program is offered.

Leadership in a democracy is situation-centered. Outside of the context of a particular situation a given type of leadership cannot operate successfully, and what is called leadership in one situation may not be considered so in another.

In a situation of organizing and conducting a training program for teachers of adult basic education, the following definition of leadership is used: educational leadership is that action or behavior among individuals and groups which causes both the individual and the groups to move toward educational goals that are increasingly mutually acceptable for them. In other words, the leadership action about which we are speaking is goal centered, value oriented, catalytic energizing, initiating and creative. The leader is understanding, perceptive, communicative and accepted; what he does or what happens within groups identifies, clarifies, strengthens, supports, and suggests new alternatives.

*STEP 8*

*Individual and Group Motivation*

Motivation is an important ingredient in the teaching-learning program. The need for motivation of undereducated students is essential to the educational success of these adults.

A. H. Maslow, the psychologist, describes a theory of human motivation which should be of interest to the adult educator. He states that within the individual a hierarchial set of five basic needs are necessary. First, comes the physiological needs for food, air, water and all the physical necessities for a healthy life. Second, comes the safety needs or absence of real danger from the environment. Third, comes the love needs, for love and affection and belongingness in relationship to family, friends, and associates in various endeavors. Fourth, comes the need for self-esteem. All people have a need or desire for a stable, high evaluation of themselves, for self-esteem and esteem for others. They have a desire for achievement, prestige, recognition and appreciation. The satisfying of the self-esteem needs leads to feelings of self-confidence, worth, strength, capabilities, and adequacy. But thwarting these needs produce feelings of inferiority, of weakness, and of helplessness. Fifth, refers to the individual fulfillments of becoming what a person is capable of being, and a desire to continue to do more.

Group dynamics can be a valuable tool in the adult classrooms. The dynamics of instructional groups can be used to furnish learning cues, to enable advanced students, and to control attrition in the class. Adults respond, as children do, to topics and to materials which have intrinsic value. The nature of the curriculum will determine to a large extent whether motivation will be stimulated naturally or whether great effort will be required of the instructor. Adults are motivated most when topics and materials meet their needs. It is inappropriate in the adult classroom to give stars, make honor rolls, pat heads or make use of other techniques which may be effective with children. Adults usually respond to low-keyed words of praise, reinforcing murmurs, nods of the head, and assistance in self-evaluation and reinforcement.

*STEP 9*

*Adequate Facilities, Equipment, And Materials*

The facilities used for an effective adult basic education program should be adequate. Adequate office space, classrooms, tables and chairs should be designed for adult use and not for children. Films, filmstrips, other audio-visual materials, and various kinds of equipment should be made available to the teachers. Such equipment and materials needed by teachers include the overhead projector, transparencies, record player, records, tape recorder, tapes, cassettes, workbooks, manuals, maps and atlas. Assistance should be given to teachers in the selection of materials through pre-service training and in-service training workshops. In-service training workshops should be conducted whenever it becomes necessary for the dissemination of information on innovations and materials. Local adult basic education program supervisors should provide vigorous leadership and direction in this area.

*STEP 10*

*Effective Publicity*

Adults must know about the local adult basic education program in order to enroll in it. People learn about the program through a variety of sources. Good public relations have been an effective means of communicating and interpreting ideas and information concerning adult educational programs, and provide a vehicle for people to express opinions and ideas about the programs.

The term publicity is used for the dissemination of facts and news about an adult basic education program. Effective publicity must be designed for the particular group concerned. The reading level of the clientele should be considered in the brochures, flyers, and posters. Effective publicity can be used to recruit students and teachers for a program.

Two kinds of publics should be considered in the preparation of public information: (1) Internal and (2) External. Internal publics include the institution or organization, employers, employees, co-workers, and administrators. Internal publics often publish information designed for that particular group through newsletters, handbooks, lectures, bulletin board displays, and exhibits. Such media can be controlled. External publics include the press, radio, T.V., city, state and federal officials, and industrial leaders. People have no control over mass media and it is good business to have their support.

Some principles of publicity are as follows:

The press wants news.

The editor decides what is newsworthy through delegation.

Publishers print news that will sell the paper.

Be honest, candid, and cooperative with newspaper personnel.

Don't favor one news outlet to another.

Provide timely and interesting material.

Report an event before it happens.

Don't buy, or pressure to get news accepted.

Don't ask for a story to be 'killed' in a newspaper.

In reporting news about your program, answer the five W's — Who, What, When, Where, Why.

*STEP 11*

*The Outline and Timetable For An In-Service Training Program*

Any well organized program must consider a timetable and the persons who are to be involved in the program. The time for the beginning and ending of activity should be clearly indicated in the program, and the names of the persons who will be responsible for the leadership and direction of the program should be indicated.

*STEP 12*

*Collaborative Evaluation*

The evaluation of a program is based on the degree to which realistic goals have been attained. Since each adult participant in a learning situation should have an opportunity to help diagnose, plan, conduct, and evaluate the activities along with his fellow learners, one can see that the evaluation of a teacher-training program by all participants is better than an evaluation made by one person.

Probably one of the best evaluations of a teacher-training program is the evaluation done by the participants themselves.

Evaluation is important to the in-service training program in two very functional ways: (1) the director of the program must be able to defend the program by ascertaining its achievement in very specific terms, such as the amount of money expended, and (2) evaluation is a way of determining efficiency, effectiveness, and utility of program planning.

# CHAPTER V

## EVALUATION OF ON-CAMPUS ACTIVITIES

(Phase I)

The evaluation of the on-campus activities are given to indicate the extent to which the objectives of the institute were achieved and the program was a success. A number of instruments were employed to evaluate the program from the beginning to the end. Some instruments were used exclusively by participants for their assessment of the Institute; others were employed by the staff with the cooperation of the participants to evaluate the program.

### *DAILY EVALUATION*

A form was used by the participants in small groups. The 81 participants (excluding the assistant director) were divided into **nine groups** with each group receiving **daily evaluation forms.** The forms covered the areas of topics, subject matter, speaker, question-answer period, and small group sharing. Each group was asked to evaluate the daily activities of the Institute. The results of their evaluation are below.

*African Heritage and Background of Urban Adults.* There was a unanimous opinion that the sessions on Afro-American heritage and history were excellent. The participants felt that these sessions were a complete success. Many of them commented on how much these sessions awakened them to the black man as a thinking, living, feeling human being. The speaker was superb. He was knowledgeable of the subject matter and presented it in a way that it was both interesting and enlightening. The question-answer periods and the small group sharing sessions proved, likewise, to be as enlivening and interesting. Overall, the participants felt that they had a better understanding of the black man and his uniqueness in the urban community.

*Development of Urban Communities.* The majority of the groups rated the subject matter as good. The information conveyed by the speaker was applicable to ABE. The participants indicated that the speaker provided good material that helped them to understand the position of the black man in the urban community. They did, however, feel that the lecture could have provided more information on the urban family. Nevertheless, the discussion periods following the lectures proved to be rewarding. The sessions helped to provide an understanding of the special problems of underprivileged adults in urban communities.

*Some Motivational Characteristics and Values of the Urban Adult and Vocabulary of the Street.* The sessions concerning motivational characteristics of the urban adult and vocabulary of the street proved to be a rewarding experience for the participants. The majority of the participants felt that the sessions were excellent. They were enlightened on the characteristics and values of urban adults, of **what they say**, and **how they feel** about what they say. The lectures set the basis for lively group discussions that were topped off by a very interesting role-playing activity.

*Racism in Urban Communities.* Understanding attitudes toward racism in the urban community was another aspect of the Institute that turned out to be enjoyable and enlightening to the participants. The majority of the participants rated this session as excellent. Many of the participants felt that the session helped to give them an understanding of the social as well as pressures faced by urban blacks. This session concluded the topics related to the understanding of undereducated adults in the urban community. The participants indicated that these sessions were very beneficial and provided information germane to teaching urban adults.

After being provided with a background of urban adults, the participants were directed to the subject area of teaching techniques for urban adults.

*Specific Techniques for Recruiting, Motivating and Retaining Urban Adults.* The overall opinion of the participants was that this session was excellent and beneficial for their programs. They felt that the speaker did an excellent job and provided the necessary material for interesting group discussions.

*Techniques in Teaching Adults, Psychological Tests, and Counseling.* The topics and subject matter drew an "excellent" response from the participants. They rated the speakers between good and excellent. They indicated that the materials were beneficial, and that the group sessions were enjoyable and enlightening.

*Techniques of Teaching Reading to Adults.* The next three sessions focused on the following areas: (1) techniques of teaching reading to adults, (2) differences between dialect problems and reading problems, and (3) measuring and/or evaluating reading problems. The majority of the participants rated the first session as excellent. The subject matter was applicable to ABE, and the speaker did a considerably good job. The morning lecture led right into the afternoon lecture on folklore which was topped off by a civic and imaginable oral interpretation demonstrating black folklore which was rated "excellent" by the participants. Moreover, the participants indicated that the session was very rewarding. rewarding.

The second session was on **dialect problems** and **reading problems.** The topic and subject matter were rated "excellent", but thought the presentation could have been improved. The discussion sessions were rated "excellent."

The third session on reading dealt with **measuring and/or evaluating adult reading problems.** For the most part the participants indicated that the topic and material presented were excellent. The session helped to provide the participants with a basis for evaluating adult reading problems. The majority of the nine groups rated the speaker as "good."

*Teacher Training Models for Program Planning.* The final sessions of the Institute provided instruction and practice in planning, organizing, and conducting teacher training programs in adult basic education of urban adults in back-home situations.

Each of the participants was requested to use each of the three models in writing proposals for teacher training programs in their back-home communities. The participants indicated that the sessions were **helpful in showing them how to plan** and **set up workshops for teacher training activities** back home. For the most part, the participants in the groups rated these sessions as excellent; nevertheless, they were of the opinion that the models should have been presented earlier in the Institute to allow for more time and practice in planning and developing teacher training workshops for their communities.

### *WEEKLY EVALUATION*

*Individual.* Each of the Institute participants was given a short questionnaire to complete at the end of each of the first two weeks of the Institute and were requested to respond to the following questions:

1. Upon arriving at Lincoln University, what did you expect to get out of your participation in the Institute?

2. To what extent do you feel that your expectation is being met so far?

Sixty-nine of the 82 Institute participants returned their questionnaires. All of the respondents arrived at the Institute with some specific ex-

pectations — all positive. An analysis of the responses disclosed that most of them could be classified into two groups: (1) those expecting new or additional knowledge and information to use in their ABE programs, and (2) those seeking attitudinal changes, greater understanding and appreciation of adults and urban blacks in particular. Thirty-six responses fell into the first category. The kinds of knowledge expected ranged from knowledge of black heritage to knowledge of curriculum, teaching methods, and techniques for recruiting and retaining ABE students. Those answers which fell into the second category included persons who sought a better understanding of Blacks and those who felt that the Institute would provide opportunities and experiences to promote a better understanding of themselves and their own capabilities for relating to Blacks more effectively. Several welcomed the chance for group interaction, intellectual exchange, and the opportunity to examine, challenge and/or strengthen their own personal persuasion regarding the nature of human motivation and behavior. Many used the term "insights" to express what they hoped to attain at the Institute.

In answering the **second question** on the individual questionnaire, all participants except three reacted positively. Fifty-four participants claimed they had received far more than expected. A few of these poured out feelings of extreme gratitude; a few others registered surprise at the organization of the Institute and expertise of the consultants. Eleven of those whose reactions were positive mentioned one or two expectations that had not quite been met. It is interesting to note that none of the three who were disappointed in their expectations did not express extreme negative feelings. One wanted more attention given to the Black History-Culture aspect; the other two were reacting basically to the clashes between themselves and another person in the small discussion group.

In general, it can be concluded that over 95 per cent of the respondents benefited positively about having their expectations met. This is viewed as indicative of success.

*Group.* A weekly evaluation form was distributed to each of the nine small groups for all three weeks of the Institute. On this form were three major questions:

1. What were the most valuable educational experiences you had during the past week?

2. In which ways some aspects of last week's activities could have been strengthened?

3. What "unanswered questions" do you have which you think should be considered when dealing with urban adults and particularly urban Blacks?

In answering the **first question** above, all groups except two thought Mr. Beasley's presentation on Black heritage was their most valuable educational experience during the **first week.** One group favored the methodology employed and another group valued the role playing led by Miss Finley. Every group except two cited the presentations by Dr. George, Dr. Johnson, Dr. King and Miss Pitts as their most valuable educational experiences during the **second week.** The remaining two groups thought the group participation and role playing to be the most valuable. (Topics referred to above are: Techniques in Teaching Reading, Language Experience Approach in Using Folklore, and Specific Techniques for Recruiting, Motivating, and Retaining Urban Adults.) For the **third week's** choice, the groups were almost unanimous in their selection of training in developing the three models as their number one choice. The opportunity to visit the prison received the second highest commendation as the most valuable educational experience.

Responses to **question 2** are summarized as follows:

*First Week*
Break up lectures into shorter time spans
More time needed for small group discussion
More use of visual aids needed by some lecturers
"Language of the Street" needed more depth
Use resource persons who are actually in ABE work.
*Second Week*
Break sessions into shorter time space
Give speakers more time to visit small groups
Fewer lectures and more visual aids and demonstrations
More informative lectures.
*Third Week*
Better and clearer explanations of what is expected in written reports on models
More time to work on models
More time for small group sharing
Shorter working day.

In responding to **question 3** above, the groups wanted to know the following:

*First Week*
How can we get more on Black Heritage?
How do we motivate Blacks to study Black History?
What is the reaction of the black community to the study of Blacks?
What is different about teaching urban Blacks?
Should the ABE teacher find out how Blacks feel about the topics being considered?
How do you get more urban Blacks into the ABE program?
Is there a panacea for ghetto ills?
Would Blacks accept or reject a Caucasian ABE teacher?
*Second Week*
Should not we have had time to try the Language Experience Approach?
Does the ABE curriculum meet Maslow's hierarchical theory of needs?
How many ABE students enter at 6th grade level and proceed to graduate?
How have changes in Black leadership affected the urban problem?
How do you teach math?
*Third Week*
Were our models done correctly?
Could we have had a panel discussion on how Blacks and Whites deal with each other?
How can we get a better understanding between the races in the future?
How can we ascertain the time limit on federal funding?
How would Blacks respond to a White ABE teacher?

From these group assessments, one concludes that the education experiences provided during the Institute were meaningful. Some experiences appeared to impress the individual participants in a more dynamic way than others. As groups, the participants' reactions had greater diversity as indicated in the first week's reactions to the first question. Likewise, there was an assortment of improvements suggested each of the three weeks. By the same token the range in the list of "unanswered questions" shows that after each week's experiences, there was stimulated interest in pursuing subject areas in more depth or breadth had time permitted.

*PRE-TESTS AND POST-TESTS*

The participants were given two tests at the beginning and end of the Institute. The first test was aimed to attain the participants' opinions and attitudes about the program content of the Institute. A total of 79 participants took the test as a pre-test compared to 78 taking it as a post-test. Judged on the basis of ideal answers pre-determined by the Institute staff, the total scores of the participants showed a difference of 14 per cent increase.

The second test was administered to the participants regarding learning in group situations. The pre-test was taken by 79 participants compared to 78 taking the post-test. Ideal answers pre-determined by the Institute staff indicated a two per cent increase in the difference of the total scores of participants on the pre-test and the post-test.

These tests indicate that change took place in the participants. There appears to have been considerable change in the opinions and attitudes of the participants about the program content of the Institute, while change

in the participants regarding learning in group situations seems to have been minimal.

*EXPECTATION-OUTCOME*

Another instrument used for assessment of the Institute was a form to elicit information on the expectations and outcomes of the participants in regard to the program. Of the 82 participants, 72 responded to the questions regarding what they expected upon arrival at the Institute and the extent to which their expectations were met. Findings derived from the responses were the following:

| | |
|---|---|
| Expectations reached | 68.6 |
| Expectations partially reached | 14.3 |
| Experienced achievement, motivation, gain in information, and other positive responses | 15.7 |
| Other (primarily negative) | 1.4% |

In addition to information on their expectations, the participants made a number of suggestions they thought might have improved the Institute. The suggested improvements and the number of participants indicating the suggestions are listed in the columns to the right.

**Suggested Improvements**

| | Number of Participants |
|---|---|
| Shorter work sessions (about six hours) | 29 |
| More field trips | 2 |
| Better living facilities | 15 |
| Longer group sessions | 2 |
| Extra curricular activities | 4 |
| A welcoming committee | 1 |
| Socials sponsored by the Institute | 4 |
| Shorter break time | 4 |
| More folklore | 1 |
| Weekly assignments | 1 |
| Coat room | 1 |
| More speakers on citizenship, math and writing | 1 |
| Speakers speak only one hour | 2 |
| Vary daily schedule more | 6 |
| Certain books read prior to Institute | 1 |
| Increase in stipend | 2 |
| More advance notice of the Institute | 1 |
| Bulk of activities in the morning | 1 |
| More opinions from participants | 2 |
| Use no graduate students as leaders | 1 |
| More intensification on Blackness | 5 |
| Elimination of non-relative Black activities | 1 |
| A better system for paying off | 1 |
| More demonstrations and use of audio-visuals | 12 |
| Better facilities for taking notes | 1 |
| More efficient group leaders | 3 |
| More timely lectures | 1 |
| More flexible groups | 3 |
| More qualified lecturers | 1 |
| More opportunity for consultants to meet with small groups | 3 |
| More people directly related to ABE | 3 |
| Separate food lines from regular students | 2 |
| Speakers have opportunity to study questions from audience | 1 |
| Time and facilities for research | 1 |
| Reduce the number of weeks from three to two | 3 |
| Total number responses | 122 |

Nearly 24 per cent of the responses indicated favor of shorter work sessions of about six hours a day. Another 20 per cent of responses favored (1) better living facilities with reference to air-conditioned living quarters and (2) more demonstrations and use of audio-visual aids. Other suggested improvements received comparatively fewer responses from participants.

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*SPECIAL EVALUATION*

Education Program Specialist
Adult Education Branch, U.S.O.E.
THROUGH: Dr. Harry H. Hilton
Senior Program Officer
Adult Education Programs
James B. Tumy
Program Officer
Adult Education Programs

Report of site visit to Institute for Teachers and Teacher Trainers in Adult Basic Education of Urban Adults.

*Location of Institute:* Lincoln University, Jefferson City, Missouri.

*Dates of Institute:* July 12-30, 1971.

*Site visitor:* James B. Tumy, Regional Adult Education Program Officer, Region VII.

A total of eight days were spent in visiting the Institute out of the fifteen days the Institute was in session. The following observations were made during the visits:

1. The Institute Director, Dr. Robert H. King, did a very good job of seeking advice and guidance from the State Adult Basic Education Director, local Adult Basic Education Directors, Regional Adult Education Program Officer, and University Officials when he formulated the proposal for the Institute. Each person named above gave input to Dr. King.

2. A total of 82 participants enrolled and completed the Institute. These participants were from DHEW Regions VI and VII. The only state which was not represented in the two Regions was Kansas. The racial makeup of the Institute was about three blacks to one white. The main reason given for not having a full enrollment of 100 as called for in the proposal was the extremely late notification given to the participants. Evidently many of the potential participants had made other plans by the time they were notified of acceptance to the Institute. Notification could not be officially given until National headquarters gave the word.

3. It was apparent that the criteria as set forth in the proposal were used in screening the applicants. Each participant fit the six criteria with few exceptions (for instance, some were teachers and teacher aides and, therefore, would not be conducting a teacher training workshop after they returned home).

4. The participants were recruited in the following manner:

(1) Institute information and applications were sent to State Adult Basic Education Directors in the two Regions.

(2) Each State Director nominated a pool of applicants (listing candidates and alternates).

(3) The Institute staff then selected 100 participants.

(4) Selections from the alternate list were based on earliest date received.

5. Visits were made to the following sessions:

(1) Monday, July 12, 1971 - orientation sessions.
*Comment:* Very well done, complete.

(2) Tuesday, July 13, 1971
A.M. - African Heritage. (Edward Beasley)
P.M. - Negroes in American History. (Edward Beasley)
*Comment:* Excellent presentations. Well received by participants as witnessed in their small group discussions.

(3) Wednesday, July 14, 1971
A.M. - Development of Black Communities in Urban Areas. (Dr. Charles Parrish)
P.M. - Structure and Characteristics of the Urban Black Family. (Dr. Charles Parrish)
*Comment:* Very knowledgeable presentation. Stimulated many comments from participants.

(4) Thursday, July 15, 1971
A.M. - Motivational Characteristics and Values of the Urban Black. (Miss Del Finley)
P.M. - Vocabulary of the Street. (Miss Del Finley)
*Comment:* Proved to be of high interest to participants.

(5) Wednesday, July 21, 1971
A.M. - Techniques in Teaching Reading to Black Adults. (Dr. John E. George)
P.M. - Language Experience Approach in Using Folklore. (Dr. George Johnson)

*Comment:* Both lectures contained much useable material for teachers of reading.

(6) Thursday, July 22, 1971

A.M. - Difference between Dialect Problems and Reading Problems. (Dr. John K. Sherk, Jr.)

P.M. - Demonstration: Function of Instructional Technology in Teaching Adults.

*Comment:* Clarified problems and demonstrated techniques.

(7) Thursday, July 29, 1971

A.M. - Back-Home Workshop for Adult Basic Education Teacher Training.

P.M. - Large group presentations for plans for back-home workshops.

*Comment:* Of much interest to each participant as each was working on his own model.

(8) Friday, July 30, 1971

A.M. - Evaluation of each of the three units.

a. Background of Urban Adults.
b. Techniques of Teaching Urban Adults.
c. Training Models for Back-Home Use.

Closing Activities.

*Comment:* The review helped to bring the thoughts of the entire Institute into a useful whole.

6. Between lectures and large group meetings the participants met in groups of about ten persons. The comments were favorable concerning the lectures, and interest and spirited discussion in current topics were exhibited.

7. Each participant was required to develop a model for Teacher Training that is to be used this fall or winter to train additional teachers. The Project Director required a review of each model before the participants left the Institute. The Director has also made himself available for consultation over the telephone prior to each participant's back-home workshop.

8. The participants will reassemble in January for a two day meeting at which time they will give a report on the Teacher Training workshop held by them in their own community. A final report will be written by the Project Director showing evidence of the multiplier effect and consequently the success of the Institute.

9. The residential facilities were the one complaint most often heard from the participants. The dormitory in which they were housed was not air-conditioned and during the first week of the Institute there was a heat wave with temperatures as high as 105 degrees. After the first week, however, the weather cooled and the complaints subsided.

The food was good and the prices were reasonable. The participants ate in the Student Union Building which was just across the street from the building housing the Institute.

10. The major problem of the Institute was the lateness of notification of acceptance by the U.S.O.E. It caused problems both with participants and their plans and with the notification of speakers and staff members.

11. The administration of the Institute was in the very capable hands of Dr. Robert King. He did an excellent job of planning and conducting the entire three week program. His staff were equally talented and hard working.

The contents of the Institute were timely, complete, and well executed. The topics followed a natural order, each adding to that which was previously given.

12. The one main suggestion for strengthening this Institute would be for the participants to begin working on the back-home Teacher Training models during the second week instead of during the final week. The participants appeared to be pressed for time during the final week. It is suggested that the models be written during the second week and then polished during the final week.

13. Based upon the expertise gained in the conduct of this Institute, Lincoln University should be encouraged by headquarters, U.S.O.E., to hold similar and related Institutes in the future.

14. The Institute effectively met the objectives as were stated in the proposal. The participants were well pleased with both the staff and the Institute content.

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# CHAPTER VI

## FOLLOW-UP ACTIVITIES

A period of six months (August, 1971 through January, 1972) was designated for the participants to return to their communities to establish teacher-training workshops.

*ON-SITE ACTIVITIES*

The participants employed one of three program planning models presented at the Institute at Lincoln to plan, develop and conduct programs for training teachers in adult basic education of urban adults. The Institute staff kept in touch with the participants by mail and telephone to encourage them in getting their programs underway. Moreover, guidance and consultation were offered the participants in overcoming problems and hang-ups, and in increasing skill for conducting their projects. The Institute director made visits to a number of selected sites to offer consultation to individual participants in developing programs and as a resource person in implementing programs. Sites and participants were visited by the Institute director in the following cities and states:

Albuquerque, New Mexico
Baton Rouge, Louisiana
Dallas, Texas
Des Moines, Iowa
Houston, Texas
Kansas City, Missouri
Little Rock, Arkansas
New Orleans, Louisiana
Oklahoma City, Oklahoma
Omaha, Nebraska
Opeloussa, Louisiana
Pine Bluff, Arkansas
Saint Louis, Missouri
Tulsa, Oklahoma.

The Institute director made visits to 14 cities in 8 states. A number of workshops for teacher training materialized under the leadership of the participants in their communities. The titles of the workshops, the locations, and the number of participants each are given below.

| Kind or Title of Workshop | Location | Number of Participants |
|---|---|---|
| Assistance in Seeking Aid and Job Interview Techniques | Gretna, La. | 16 |
| Audio-Visual Aids in ABE | Houston, Texas | 117 |
| Adult Basic Education for Urban Adults | Big Spring, Texas | 47 |
| Adult Basic Education for Urban Adults | Big Spring, Texas | 80 |
| Black Awareness and Curriculum for Teaching Urban Adults | Des Moines, Iowa | 30 |
| Black Culture | Oklahoma City, Okla. | 16 |
| Black Language | Waterloo, Iowa | 45 |
| Drug Awareness | New Orleans, La. | 83 |
| Individualized Instruction of Urban Adults | Albuquerque, New Mexico | 15 |
| Language Experience Approach to Teaching Reading | St. Louis, Mo. | 20 |
| Meeting the Needs of ABE Teachers and Supervisors | Tulsa, Okla. | 75 |
| Recruiting, Motivating and Retaining Adult Students | Metairie, La. | 20 |
| Recruiting, Motivating and Retaining Adult Students | Waxahachie, Texas | 14 |
| Recruiting, Motivating and Retaining Adult Students | New Orleans, La. | 66 |
| Recruitment, Motivation and Retention of Adult Students | Victoria, Texas | 26 |
| Recruiting, Reading, Counseling and Retaining ABE Students | Pine Bluff, Ark. | 64 |
| Recruiting and Retaining ABE Students | Genevia, Ark. | 13 |
| Recruiting and Retaining ABE Students | Opeloussa, La. | 35 |
| Recruitment, Retention and Humanizing ABE Students | St. Louis, Mo. | 22 |
| Recruiting, Retaining, Motivating and Selecting Materials in ABE | Jefferson City, Mo. | 5 |
| Recruiting and Retention in ABE | Baton Rouge, La. | 12 |
| Schedule Planning and Black Culture | Fort Worth, Texas | 56 |
| Teacher Training | Gainesville, Texas | 119 |
| Teaching Urban Adults in ABE | DeRidder, La. | 33 |
| The Culture and Undereducated Black Americans | Dallas, Texas | 119 |
| Total 25 | 22 | 1,148 |

A total of 25 teacher training workshops were conducted in 22 cities of seven states between August 1, 1971 and May 30, 1972, and were attended by 1,148 ABE teachers of urban adults. The workshops were directed by 55 of the 82 participants who attended the training Institute at Lincoln University in July, 1971. A variety of topics were used as themes for the workshops. Over one-third of the topics or themes were on recruitment and retention combined with related topical dimensions. Other major themes were centered around "Black" aspects of adult basic education and teaching urban adults.

*FOLLOW-UP WORKSHOP*

The Follow-Up Workshop of the Institute for teacher and teacher-trainers in Adult Basic Education of Urban Adults took place January 28, 29, and 30, 1972, at Lincoln University, Jefferson City, Missouri. The primary purpose of this workshop was to have each participant to make an oral report of the activity or activities implemented "back home" as a direct result of attendance of the Summer Institute. The reports served as one means of assessing the effectiveness of the Institute as well as a measure of the outreach of the program.

Twenty (20) men and twenty-three (23) women attended the follow-up workshop, making a total of 43 participants. This number represented better than 50% of the 82 who attended the Summer Institute. A breakdown by states indicates the following representation:

| | |
|---|---|
| Arkansas | 4 |
| Iowa | 1 |
| Louisiana | 12 |
| Missouri | 4 |

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| | | |
|---|---|---|
| | Oklahoma | 3 |
| | Texas | 19 |
| Total | 6 | 43 |

Thus 43 participants representing 6 states returned to Jefferson City for the Follow-up Workshop. Participants in the Summer Institute came from eight different states.

The participants gave brief reports on their on-site teacher-training programs regarding such aspects as the theme, date, place, resources, persons, and attendance. A critique was made on each program reported by the Institute staff and the participants. Opportunity was allowed also for asking and answering questions.

*Problems and Suggested Solutions.* Although, the participants reported a number of problems in conducting their workshops, a small number encountered major problems in their use of Models I, II, or III. A few of the problems cited dealt with such things as no funds available, publicity, indifferent instructors and adjustments needed by the new ABE teacher. Bad weather, communication hang-ups, shortage of time were other problems mentioned.

The follow-up activities were geared toward discussing and improving back-home relationships in connection with workshops conducted. After each participant listed problems encountered, the problems were compiled and became the basis for group discussions during the Follow-up Workshop. The following is a summary of the problems and suggested solutions offered:

1. Problem: *Funding* - None or limited

*Suggested Solutions:* A program can be conducted without funds. This really depends upon the presenter. One can receive rewards by helping others and upgrading the community. If one deems money necessary for programs, then the following are suggested: Exploit districts practicing desegregation especially using federal funds. Form an advisory committee of influential leaders, outside people who receive the benefits, and pressure groups. Become highly motivated in order to conduct a workshop without funds. Have a workshop on class night with permission from authorities.

2. Problem: *Salary variations*

*Differences in wages*

| | | |
|---|---|---|
| *Monroe* | *6 hrs. wk.* | *$7.00 hr.* |
| *New Orleans* | *7 hrs. wk.* | *$7.00 hr.* |
| *Dallas* | *4 hrs. wk.* | *$6.00 hr.* |
| *Sherman* | *6 hrs. wk.* | *$5.00 hr.* |
| *Houston* | *6 hrs. wk.* | *$5.00 hr.* |
| *Fort Worth* | *4 hrs. wk.* | *$6.00 hr.* |
| *San Antonio* | *4 - 6 hrs. wk.* | *$5.00 hr.* |

*Possible solutions:* Recognize that there are no solutions for equalization of wages on national level. Consensus was that each state should set up minimum wages for all A.B.E. teachers.

3. Problem: *Communication Breakdown*

*Suggested Solutions:* Let pastors know, use public service announcements, tell students in day schools, use news media, depend on successful students, inform students of teacher's willingness to provide transportation.

4. Problem: *Lack of Cooperation Between Supervisors and Teachers*

*Suggested Solutions:* Have a selection of supervisors on the basis of interests and/or participation in the program. Teacher and supervisor should be affiliated with ABE Association locally and nationally. Officials should attend workshops and have knowledge of the requirements for participants. Secure sincere and dedicated people to attend workshops and teach ABE students. Instead of firing the inflexible teacher, supervisor needs to promote workshops to help ABE teachers acquire skills that will improve his flexibility. The ABE student's curriculum requirements need to be relevant to the demands of changing times. The concept of Adult Basic Education has negative connotations to many. Some ABE students feel there is a stigma attached to even having the need for basic education. The term "Adult Education" is outdated; it needs re-evaluating. Adult Continuing Education infers continuing to improve rather than starting from the basics of reading, writing, arithmetic and the like. Where there is a problem of new teachers adjusting to students, it is suggested that teachers should plan for the needs of the students. Such planning includes making adjustments and learning to deal with the dialect of students. For the lack of cooperation between School Administrator and teacher who had participated in the Lincoln University Institute the following recommended solutions were suggested: Have written plan to present to administrator. Work with local churches when schools are not available for classes in a community. Work through local school board members.

5. Problem: *Indifferent instructors*

*Suggested solutions:* Orientation sessions are useful. In-service workshops help. Encourage instructor to audit or take a course in Adult Education. Read printed materials. Become familiar with legislation and laws related to the field. Write to State or/and Federal agencies for materials.

In summarizing the above problems and suggested possible solutions, the participants concluded that where funding is an understandable problem in some areas, there are recognizable methods of coping with the absence of or limited funds. It was commonly agreed, however, that where funding involved salary inequities it is easier to seek solutions on a local basis than on a national level.

The solutions to the problems of communication and cooperation were varied and often dependent on a unique set of circumstances. Yet each participant could analyze the problematic condition in the light of his own location with the realization that alternative solutions do exist. The manner selected to solve the problem rests on the participants' skills and insights and creative exploration of available contacts and resources.

All agreed that supervisors have at their disposal an assortment of ways to deal with the problem of indifferent instructors. These ways should be explored before resorting to firing an instructor because of his indifference.

*Teacher Training Effectiveness and Skill.* The participants were divided into groups with their discussion geared toward means of improving teacher training effectiveness and skills. The lists of recommendations made by each group have been compiled as follows:

1. Give teachers an opportunity to express their problems.
2. Where possible, departmentalize instruction.
3. Increase salaries of teachers.
*4. Allow teacher improvement through workshops, in-service training, team meetings and so on.
5. Provide for the individual needs of the students. Teachers should make a prior assessment of these needs before entering the classroom.
6. Individualized instruction on a teacher-pupil basis or pupil-pupil basis or some of both.
7. Teacher can recommend to supervisor ways that have proven or are proving effective.
8. Staggering the schedule to fit the student's goal or desire. (English, Math, Social Studies, and so on.)
9. Utilize skills that have been developed by the students if such skills prove more effective than an obsolete one presently in use.

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10. Be creative in ways to use students' problems as a springboard for teaching or relate their problems to the lesson since learning can be "problem-centered" and/or an outgrowth of students' problems. Studies, information and skills are more meaningful when relevant. The classroom atmosphere is more conducive to learning when not beset with problems.

11. Increase attendance.

12. Reorganize materials for use in adult classes.

13. Devise a more adequate and attractive facility for learning.

14. Use more teacher involvement in planning for teacher training.

15. Demonstrations by an effective teacher.

16. Use adult-oriented materials.

17. Implementation of Maslow's heirarchy of needs. Treat student as a human being.

18. Employ use of words pupils can understand.

19. Teacher-pupil ratio of one to fifteen is recommended.

20. Start with a dedicated teacher who is interested in adults.

21. Utilize students' ideas, talents, resourcefulness.

* The suggestion recurring most often.

*Future ABE Programs.* In an effort to determine the answer to the question - "Where do you go from here?" in making plans for future ABE programs, participants were assigned to small groups. They were asked to submit future plans or proposals. The purpose of this was to further the activities and learning experiences encountered in the Summer Institute and the Follow-Up Workshop and to extend them to other ABE participants. These groups submitted such plans or proposals as those in the following list:

1. Consider interstate communication between ABE programs. (Example, a Newsletter.)

2. Continue training in ABE programs.

3. Have teachers conduct monthly workshops within schools for the purpose of enlightening other teachers within the school of what is going on.

4. Conduct exploratory and inventory meetings over operation, funding, and academic requirements in ABE programs.

*5. Stimulate closer relationships between teachers of ABE and their area supervisors.

6. Keep neighborhood committees informed of ABE activities and encourage their support.

7. Continue work with teachers on a one-to-one basis.

8. Look into new ABE materials.

*9. Strive for cooperation from supervisors of ABE.

10. Conduct ABE classes and/or workshops in county jail and prison.

11. Make available to teachers the ABE magazine and other current news media related to adults.

12. Train teachers to regard students as individuals and not as groups.

13. Train teachers to use good audio-visual materials.

* Suggested repeatedly.

*Evaluation of Follow-Up Workshop.* A careful assessment of the Follow-up Workshop was made. Almost one-hundred per cent of the participants concurred in the feeling that the objective was met. There were numerous expressions of the same basic idea. In essence each participant felt that the objective had been met to the extent that **all were given greater competence in planning, organizing, and conducting workshops** back home. Many made favorable comments on the usefulness of the models received at the summer institute. Others suggested ways in which new skills, techniques, information and materials resulted in opening doors to better understanding, giving a new concept of ABE and creating better working relationships back in their communities. Some even attributed the high rating received on the on-site workshops to the enlarged perspective and initiative stimulated by the expertise demonstrated by the director of the Summer Institute and his assistant. All were happy over benefits derived from both the Institute and the Follow-up Workshop.

The majority evaluated the opportunity to reassemble and share experiences, problems, successes and failures as necessary and extremely rewarding. They received the benefits of gathering new ideas and of reinforcing old ones as well as the benefits of making comparisons of their workshop with others. The words "worthwhile" and "Inspiration" were used by several in describing this kind of service to the ABE program. Personal contact was deemed by many as a better means of follow-up than via mail. One participant claimed, "the input and feedback from those involved were factors of growth and development on a professional level." Another added that the workshop renewed incentive to do even better upon returning home.

In response to the question of improvements which might have been made, there were such suggestions as:

1. Follow-up scheduling during a less hazardous traveling season.

2. Scheduled at a time when more participants could have returned.

3. More time for discussion of solutions to problems encountered back home and exploring advantages and disadvantages of solution.

4. Ask all participants to bring copies, news clippings, programs, and the like of their own workshops to share.

5. Send evaluation of Follow-Up Workshop back to each ABE supervisor.

The first two of the above suggestions were repeated most often. However, the majority of the respondents claimed so much satisfaction over the workshop that they could not offer any constructive suggestions for improvement. Everyone told how enriching the experience had been and expressed regrets that other Institute participants could not return to benefit from the sharing and gain of the follow-up workshop.

# CHAPTER VII

## SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Understanding the background, characteristics and values of urban adults is vitally important for effective adult basic education in urban communities. Adult educators must understand the students in order to proceed to selecting appropriate subject matter and employing effective techniques for educating urban adults. Besides developing skill in the use of teaching techniques, adult educators are to be competent and skillful in planning, developing and conducting meaningful programs for adult learners in urban communities.

### *SUMMARY*

An institute for teachers and teacher trainers in adult basic education of urban adults was held at Lincoln University, Jefferson City, Missouri, on July 12 through July 30, 1971. The chief purpose of the Institute was to provide special training for teachers and teacher trainers in educating adults in urban situations.

A total of 82 participants attended the program and came from eight central and southern states. The main subject areas studied were (1) the background of urban adults, (2) techniques of teaching adults, and (3) models for planning and developing ABE programs. Lectures, large and small group discussions, demonstrations, role playing, and films were among some of the methods employed. The instructional personnel consisted of specialists in adult education, faculty of Lincoln University, and resource persons in adult education from various urban sectors of the states from which the participants came.

Upon completion of the on-campus activities, the participants became engaged in a number of follow-up on-site projects in order to put into practice what they had learned. The participants conducted a total of 25 workshops in 22 cities of seven states with a combined enrollment of 1,148 teacher trainees.

A follow-up workshop was held at Lincoln in January, 1972, after the participants experienced a six-month period of on-site activities. Forty-three of the 82 participants returned to the university for this workshop. The purpose of the workshop was to assess the effectiveness of the models used in planning their teacher training programs and to discuss how they may solve some of the problems they experienced with their on-site projects.

### *CONCLUSIONS*

On the basis of the findings in the final report of the institute for teachers and teacher trainers in adult basic education of urban adults, the following conclusions are reached:

1. The overall results of the Institute were a success. In addition to the program being well organized and excellently executed, the subject matter was appropriate for ABE teachers of urban adults. The speakers were good and/or excellent in their presentations, which were both informative and enlightening. The participants became personally involved in large and small group activities. Feedback, sharing, and reaching consensus were vital aspects of small group functions. Evaluation was an on-going procedure throughout the program, involving the participants as well as the leaders. Facilities and equipment were adequate except for lack of air-conditioning in sleeping quarters.

2. The success of the Institute is recognized most demonstratively by the multiplier effects of 25 teacher training institutes with an enrollment of 1,148 teacher trainees, planned and directed by the teachers who participated in the 1971 ABE Institute.

3. Knowledge and understanding were gained by the Institute participants through lectures and discussions on the uniqueness of Afro-Americans in urban settings, and the identification and examination of special problems, characteristics and values of urban adults, expecially Blacks.

4. The participants were able to realize and become involved in synthesizing content and techniques in teaching adults through a number of lecture-demonstration-practice sessions.

5. As well as having a number of evaluating procedures explained, the participants examined and demonstrated skill in actually using several evaluating instruments from the beginning to the end of the Institute.

6. In the light of the models which were presented and studied at the Institute, the participants demonstrated competence and skill in using the models by writing proposals for ABE teacher training programs. Moreover, the participants implemented their program proposals by developing and conducting on-site workshops for hundreds of ABE teacher trainees in their communities.

### *RECOMMENDATIONS*

A number of recommendations are made for teacher-training programs as a result of this project. The recommendations are the following:

1. That local supervisors are to be informed as to **why** their ABE teachers are attending an institute and **what is expected** of the teachers in follow-up activities by the sponsoring institution or agency.

2. That local supervisors show cooperation with personal support, encouragement and funds to ABE teachers who have received special training in order that the local ABE programs and teachers may profit from the training and expertise.

3. That local follow-up workshops are conducted periodically for the purpose of evaluating and training ABE teachers in subject matter, teaching techniques, and professional skills toward meaningful ABE programs for urban adults.

4. That the recipient of a grant is officially notified early enough to make the necessary preparations for the program without undue pressures and to secure appropriate consultants and resource persons for excellent expertise, instruction, and leadership.

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*New York Times Book Review*.

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*The Crisis*, 1790 Broadway, New York, N.Y.


*COUNSELING IN ADULT BASIC EDUCATION*


I. Counselor Orientation Package
Adult Basic Education In-Service Program
Guidance and Counseling
(Multimedia)

As Developed in Region VI Special Project
For Adult Basic Education
Guidance and Counseling

Coordinated by the University of Texas at Austin,
Extension Teaching and Field Service Bureau,
Austin, Texas 78712
Dr. W. E. Baron, Director

II Second Revised Edition Master Unit
Adult Basic Education In-Service Program
For Teacher Awareness in Guidance and Counseling

As Developed in Region VI Special Project
For Adult Basic Education
Guidance and Counseling

Office of Education
Grant OEG-O-70-4621 (324) FY 1971

The University of Texas at Austin
Extension Teaching and Field Service Bureau
Austin, Texas 78712
Dr. W. E. Barron, Director

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*FILMS*


*Reaction Films*, 16 mm. Color/Sound, 15 min., Steck-Vaughn Company, Austin, Texas.
$164.50 each
Non-Violent Protest
Black Protest
Confrontation in Washington - Resurrection City
All of the People Against Some of the People
Black Power

*The Angry Negro*, 30 min. 16 mm., Black and white. Check local film libraries and your State University Film

Library. Field Services, Indiana University Audio-Visual Center, Bloomington, Indiana, 47401. Rental $5.40.

Interviews show varied opinions of how the Negro should search for equality. Elijah Muhammed, Daniel Watts, James Garrett of CORE, Fannie Lou Hamer, Mississippi Freedom Democratic Party; Julian Bond, SNCC; Andrew Young, SCLC speaker.

*The People Left Behind,* 31 min. 16 mm. Black and white. Check local films libraries and your State University Film Library. Farm Extension service. Field Services, Indiana University Audio-Visual Center, Bloomington, Indiana, 47401. Rental $5.90.

Plight of Mississippi ex-plantation workers displaced by cotton picking machine, minimum wage laws, and legislation which pays farm owners for not cultivating crops. Liberal plantation owner views contrasted with a conservative lawyer.

*The Way It Is,* 60 min. 16mm. Black and white. Field Services, Indiana University Audio-Visual Center, Bloomington, Indiana, 47401. Try local film libraries and your State University Film Library. Rental $9.15.

Focusing on Junior High School 57 in the Bedford-Stuyvesant section of Brooklyn, workers with a New York University special learning project are candidly shown in classrooms, teachers' meetings, and visits with parents. Many different approaches achieved limited success in reaching students.

*Walk in My Shoes,* 54 min. 16 mm. Black and white. Cleck local film libraries and State University Film Library.

This film explores the world of Negro Americans including conflicting opinion.

*Where is Prejudice?,* 58 min. 16mm. Black and white. 1967. Michigan State University, Instructional Media Center, East Lansing, Michigan, 48823. Rental $10.25.

Twelve college students of different races and faiths shown participating in a workshop to test their denial that they are prejudiced. Workshop directed by Dr. Max Birnbaum.

*Black History: Lost, Stolen or Strayed,* 54 min. 16 mm. Color. 1968. Michigan State University, Instructional Media Center, Lansing, Michigan, 48823. Rental $13.25 for three days.

*Civil Disorders: The Kerner Report,* 16mm. Black and white, Part I - 31 min., Part II - 25 min., Part III - 24 min. 1968.

Part I - The polarization of the American community.

Part II - Examples of efforts to relieve Negro underemployment. James Baldwin reviews Kerner Report, Reverend Leon H. Sullivan describes how the Opportunities Industrialization Center works, Whitney Young describes some Urban League activities.

Part III - Charles Hamilton, Bayard Rustin and Kenneth Clark analyze the Kerner Report and probable action.

*Challenge to America: The Role of Education in Intergroup Relations,* 25 min. 16 mm Black and white. B'nai B'rith nearest regional office or 315 Lexington Ave., New York, New York, 10016.

Professor William Van Til of New York University illustrates ways of meeting the challenge of good human relations among people of various religions, racial and nationality backgrounds.

*Goodbye and Good Luck,* 30 min. 16 mm. Black and white. Field Services, Indiana University Audio-Visual Center, Bloomington, Indiana, 47401. Try local film libraries and your State University Film Library. Rental $5.90.

*Martin Luther King, Jr.: A Man of Peace,* 28 min. 16mm. Black and white. 1968. University of Michigan Audio-Visual Center, Lansing, Michigan, 48223. Rental $5.75.

An intimate look at this man, the minister, the father and leader of the non-violent civil rights movement.

*Portrait in Black and White,* 54 min. 16 mm. Black and white. 1968. Michigan State University, Instructional Media Center, Lansing, Michigan, 48823. Rental $10.25 for three days.

An examination of black attitudes toward the white community and white attitudes toward the black community. It was produced with the use of a nationwide poll by CBS news.

# APPENDIX

DAILY PROGRAM: Unit I - Background of Urban Adults
Phase I - Summer Activity

**MONDAY**
**July 12**

8-12:00 Registration, Room 318-319 Martin Luther King Hall

12-1:30 Lunch, Cafeteria University Center

1:30-3:15 Institute Orientation Langston Hughes Theater Dr. Robert H. King, Institute Director

3:15-3:45 Break

3:45-5:30 Orientation (Cont.)

7:30-9:00 Kick-off and Get-acquainted Gathering

**TUESDAY**
**July 13**

8-9:45 Lecture - AFRICAN HERITAGE, Mr. Edward Beasley

9:45-10:15 Break

10:15-12:00 Small Groups African Heritage

12-1:30 Lunch

1:30-3:15 Lecture-DISCOVERING NEGROES IN AMERICAN HISTORY, Mr. Edward Beasley Question - Answer Period

3:15-3:45 Break

3:45-5:30 Small Group Sharing Purpose and Function of Negro History Week

**WEDNESDAY**
**July 14**

8-9:45 Lecture: DEVELOPMENT OF URBAN COMMUNITIES, Dr. Charles Parrish Question - Answer Period

9:45-10:15 Break

10:15-12:00 Small Groups Discussion of Lecture Topic

12-1:30 Lunch

1:30-3:15 Lecture: STRUCTURE AND CHARACTERISTICS OF THE URBAN FAMILY Dr. Charles Parrish Forum

3:15-3:45 Break

3:45-5:30 Small Group Sharing: Discussion of Lecture Topic

**THURSDAY**
**July 15**

8-9:45 Lecture: SOME MOTIVATIONAL CHARACTERISTICS AND VALUES OF THE URBAN ADULT, Miss Del Finley Forum

9:45-10:15 Break

10:15-12:00 Small Groups Discussion of Lecture Topic

12-1:30 Lunch

1:30-3:15 Lecture: VOCABULARY OF THE STREET (Small Groups) Miss Del Finley

3:15-3:45 Break

3:45-5:30 Role Playing: Communicating to Persons Using Vocabulary of the Street, Miss Del Finley

**FRIDAY**
**July 16**

8-9:45 Lecture: RACISM IN URBAN COMMUNITIES, Dr. William H. Griffin, Question - Answer Period

9:45-10:15 Break

10:15-12:00 Small Groups Discussion of Lecture Topic

12-1:30 Lunch

1:30-3:15 Film on Racism in Urban Communities - Group Discussion

3:15-3:45 Break

3:45-5:30 EVALUATION: Oral and written

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Unit II - Techniques of Teaching Urban Adult Learners
Phase I

**MONDAY**
**July 19**

8-9:45 Lecture - SPECIFIC TECHNIQUES FOR RECRUITING, MOTIVATING, AND RETAINING ADULT STUDENTS Dr. Robert H. King, Question - Answer Period

9:45-10:15 Break

10:15-12:00 Small Group Demonstrations: Using Techniques for Recruiting, Motivating, and Retaining Adult Students

12-1:30 Lunch

1:30-3:15 Continuation of Small Group Demonstrations

3:15-3:45 Break

3:45-5:30 Role Playing Small Groups: On topic of above demonstrations

**TUESDAY**
**July 20**

8-9:45 Lecture - TECHNIQUES IN TEACHING URBAN ADULTS Mrs. Antronette Brown, Small Groups

9:45-10:15 Break

10:15-12:00 EXHIBIT - ABE Materials appropriate for teaching Adults Mrs. Antronette Brown Forum

12-1:30 Lunch

1:30-3:15 Lecture, Display, and Examination PSYCHOLOGICAL TESTS IN ADULT BASIC EDUCATION, Mr. Theodore Bryant Small Group Discussions

3:15-3:45 Break

3:45-5:30 Demonstration: Counseling in Adult Basic Education Resource Person - Mrs. Jean King Large Group Discussion

**WEDNESDAY**
**July 21**

8-9:45 Lecture - TECHNIQUES IN TEACHING READING TO ADULTS Dr. John E. George, Small Groups

9:45-10:15 Break

10:15-12:00 Small Group Demonstrations on lecture topic, Question - Answer Period

12-1:30 Lunch

1:30-3:15 Lecture: LANGUAGE EXPERIENCE APPROACH IN TEACHING READING Dr. George Johnson

3:15-3:45 Break

3:45-5:30 Demonstration - Folklore as it is applied to the lecture topic, Miss Ethel Pitts, Large Group Discussion

**Continued**

**THURSDAY**
**July 22**

8-9:45 Lecture - DIFFERENCES BETWEEN DIALECT PROBLEMS AND READING PROBLEMS - Dr. John K. Sherk, Jr.
Question - Answer Period

9:45-10:15 Break

10:15-12:00 Small Group Discussions
On lecture topic

12-1:30 Lunch

1:30-3:15 Forum - On lecture topic

3:15-3:45 Break

3:45-5:30 Demonstration: Function of Instructional Technology in Teaching Adults
Mrs. Anne H. Preuss
Question - Answer Period

**FRIDAY**
**July 23**

8-9:45 Lecture - MEASURING AND/OR EVALUATING ADULT READING PROBLEMS
Dr. Robert E. Leibert
Question - Answer Period

9:45-10:15 Break

10:15-12:00 Small Groups:
On lecture topic Forum

12-1:30 Lunch

1:30-3:15 EXHIBIT AND DEMONSTRATION: On lecture topic

3:15-3:45 Break

3:45-5:30 EVALUATION OF INSTITUTE
Oral and written

3:45-5:00 Group Activity - Participants divided into small groups to **visit** and **observe adult education program in the community.**

**THURSDAY**
**July 29**

8-9:45 Evaluation of Adult Education Programs in the Community. Each participant submits a two-page program plan on Model III.
Lecture - BACK HOME WORKSHOP FOR ABE TEACHER TRAINING (Local, State, Regional)

9:45-10:15 Break

10:15-12:00 Interest groups with consultation: Discuss and plan a tentative three-day workshop for training ABE teachers of urban adults.

12-1:30 Lunch

1:30-3:15 Interest groups with consultation - Plan a tentative three-day workshop for teachers of urban adults.

3:15-3:45 Break

3:45-5:00 Large group - Presentation of plans for back home workshop by one or two interest groups. CRITIQUE

**FRIDAY**
**July 30**

8-9:45 Submit interest group workshop plans to Institute Director.
EVALUATION of Unit I - Background of Urban Adults (content, process, procedures, and usefulness)

9:45-10:15 Break

10:15-12:00 EVALUATION of Unit II - Techniques of Teaching Urban Adults (content, process, procedures, and usefulness).

12-1:30 Lunch

1:30-3:15 EVALUATION of Unit III - Training Models (content, process, procedures, and usefulness).

3:15-3:45 Break

3:45-5:00 CLOSING ACTIVITIES - Awarding of certificates

## Unit III - Models for Developing Teacher Training Programs

### Phase I

**MONDAY**
**July 26**

8-9:45 Model I Lecture - A SIX-STEP PROGRAM PLANNING PROCEDURE FOR TRAINING ABE TEACHERS OF URBAN ADULTS - Dr. James Seeney
Question - Answer Period

9:45-10:15 Break

10:15-12:00 Independent Study: Use Model I in Planning a Program for ABE Teachers of Urban Adults Back Home.

12-1:30 Lunch

1:30-3:15 Individual and Group Study with Consultation. Use Model I in Planning a Program for ABE Teachers of Urban Adults Back Home.

3:15-3:45 Break

3:45-5:00 Group Activity: Field Trip to Observe an ABE Program in a Local Public School

**TUESDAY**
**July 27**

8-9:45 Evaluation of Field Trip: Each participant submits a two-page program plan on Model I to Institute Director. Model II Lecture: A SIX-STEP PROBLEM-SOLVING PROCEDURE FOR TRAINING ABE TEACHERS OF URBAN ADULTS - Dr. Robert H. King
Question - Answer Period

9:45-10:15 Break

10:15-12:00 Independent Study: Use of Model II in planning a program for ABE teachers of urban adults back home.

12-1:30 Lunch

1:30-3:15 Individual and Group Study with Consultation: Use Model II in planning a program for ABE teachers back home.

3:15-3:45 Break

3:45-5:00 Group Activity - Participants divided into small groups to visit and make observation of a correctional institution.

**WEDNESDAY**
**July 28**

8-9:45 Evaluation of ABE in correctional institutions. Each participant submits a two-page program on Model II.
Model III Lecture - A TWELVE-STEP PROCEDURE IN ORGANIZING AND CONDUCTING A PROGRAM FOR URBAN ABE TEACHER TRAINING - Dr. Robert L. Jack

9:45-10:15 Break

10:15-12:00 Independent Study: Use of Model III in planning to organize and conduct a program for ABE teachers of urban adults back home.

12:00-1:30 Lunch

1:30-3:15 Individual and Group Study with Consultation - Use Model III in planning to organize and conduct a program for ABE teachers of urban adults back home.

3:15-3:45 Break

**Continued**

*Extra-Curricular Activities*

(In addition to the regular program the following activities were made available.)

*Symposium*
(Monday, July 19, 1971)
Topics: "*Home Economics as Related to Adult Education*"
Speaker - Dr. Lorine Knight
"*Mental Health as Related to Adult Education*"
Speaker - Mr. C. Duane Hensley
"*Counseling as Related to Adult Education*"
Speaker - Mr. Tom Ridlehuber
"*The Role of the Library in Adult Education*"
Speaker - Mrs. Jewel Quinn

*Symposiums*
(Monday, July 26, 1971)
Topic: "*How Can Adult Education Be More Serviceable in the Community*"
Mr. Randolph Halsey, Community Affairs
Mr. Clyde Scott, Missouri Commission on Human Rights
Mr. William Kaplan, Human Development Corporation

Topic: *"Training Programs for Adults Presented by State Agencies"*
Mr. Lynn Bates, Representative, State Department of Welfare
Sgt. J. W. Danklef, Representative, State Highway Patrol

*Tours*

Date: Tuesday, July 27 — Time: 1:30 p.m.
Tour of State Penitentiary — 131 East High Street

Date: Wednesday, July 23 — Time: 2:00 and 3:00 p.m.
Tour of Sheltered Workshop — 400 West High Street
The Capitol Building — West High Street

## PROFESSIONAL STAFF OF THE INSTITUTE

*Directors*

Dr. Robert H. King, Director
Professor of Education and
Director of Adult Education
Lincoln University
Jefferson City, Missouri

Mr. Dennis Williams, Asst. Director
Graduate Student
Lincoln University
Jefferson City, Missouri

*Consultants*

Dr. John E. George
Director, Reading Resource Center
University of Missouri - Kansas City
Kansas City, Missouri

Dr. William H. Griffin
Director Diaconate Program
Chatham Fields Lutheran Church
Chicago, Illinois

Dr. Robert L. Jack
Associate Dean of Instruction
for Continuing Education
Thornton Community College
Harvey, Illinois

Dr. Robert E. Leibert
Associate Professor of Education
University of Missouri - Kansas City
Kansas City, Missouri

Dr. John K. Sherk Jr.
Director, Reading Center
University of Missouri - Kansas City
Kansas City, Missouri

*Instructional Staff*

Mr. Edward Beasley
Historian
Kansas City, Kansas

Mrs. Antronette Brown
General Coordinator
Adult Education
Kansas City Public Schools
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Mr. Theodore Bryant
Director, Testing and counseling
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Miss Del Finley
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St. Louis Public Schools
St. Louis, Missouri

Mrs. Jean King
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*Resource Persons*

Mrs. Nadine S. Carolina
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Miss Esther Williams
Graduate Student
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Secretary
Lincoln University
Jefferson City, Missouri

Miss Margaret Herron
Student Secretary
Lincoln University
Jefferson City, Missouri

Mrs. Judy Thomas
Student Secretary
Lincoln University
Jefferson City, Missouri

## EVALUATING TEAM

*EVALUATION OF THE INSTITUTE ON FRIDAY, JULY 30 at 8:30 A.M.*

Mr. Bill Ghan
Director of Adult Education
In The State Of Missouri
Jefferson City, Missouri

Dr. Lorine Knight
Chairman of the Home
Economics Department
Lincoln University
Jefferson City, Missouri

Mr. James Tumy
Representative of the
U.S. Office of Education and
Chairman of the Evaluating Team
Kansas City, Missouri

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Burleson, Texas

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4208 Spencer Street
Houston, Texas

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## DAILY GROUP EVALUATION FORM

Group Number_____ Number Present_____

Subject _____ Date_____

Excellent _____
Good _____
Poor _____
Fair _____

*Did the subject matter apply to ABE?*
Excellent _____
Good _____
Poor _____
Fair _____

*Evaluation of the speaker.*
Excellent _____
Good _____
Poor _____
Fair _____

*Question-Answer Period.*
Excellent _____
Good _____
Poor _____
Fair _____

*Small Group Sharing.*
Excellent _____
Good _____
Poor _____
Fair _____

*Remarks:*

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## WEEKLY INDIVIDUAL EVALUATION FORM

*1. Upon arriving at Lincoln University, what did you expect to get out of your participation in the Institute?*

*2. To what extent do you feel that your expectation is being met so far?*

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## WEEKLY GROUP EVALUATION FORM

To enable us to evaluate more fully Institute Activities, kindly respond to the questions below.

*1. What were the most valuable educational experiences you had during the past week?*

_____

_____

_____

*Why?* _____

_____

*2. In which ways some aspects of last week's activities would have been strengthened?*

_____

_____

_____

_____

*3. What "unanswered questions" do you have which you think should be considered when dealing with urban adults and particularly Blacks?*

_____

_____

_____

_____

## TEST
## TEACHING URBAN ADULTS

Below are 50 test items based on the **content** covered in the course. Your answers to the questions are to be determined on the basis of the following: **A (strongly agree); B (agree); C (partly agree); D (disagree); E (strongly disagree).** Place the letter of the alphabet which indiates your answer in the space preceding the number of each test item.

| ITEMS | Strongly Agree | | Agree | | Partly Agree | | Disagree | | Strongly Disagree | |
|---|---|---|---|---|---|---|---|---|---|---|
| | Pre | Post | Pre | Post | Pre | Post | Pre | Post | Pre | Post |
| Adult basic education can help undereducated urban adults to help themselves. | *63 | *73 | 11 | 5 | 1 | 0 | 2 | 0 | 2 | 0 |
| Educating disadvantaged adults in urban communities can help to improve their self-concept. | *51 | *70 | 22 | 7 | 5 | 1 | 1 | 0 | 0 | 0 |
| Adult education can enable urban adults to have more favorable outlooks on citizenship. | *39 | *61 | 31 | 14 | 8 | 2 | 1 | 1 | 0 | 0 |
| Adult education can help disadvantaged adults to live more purposeful and meaningful lives. | *43 | *63 | 28 | 12 | 6 | 3 | 2 | 0 | 0 | 0 |
| Adult education can aid in increasing the maturity and productivity of undereducated adults as citizens. | *27 | *44 | 42 | 30 | 9 | 3 | 1 | 1 | 0 | 0 |
| Studying African heritage increases one's understanding of urban black adults. | *27 | *48 | 26 | 26 | 17 | 3 | 8 | 1 | 1 | 0 |
| Early American black history has a positive effect on the attitudes of the black people in your community. | *27 | *42 | 27 | 18 | 16 | 11 | 7 | 2 | 2 | 4 |
| "Negro History Week" can be used as an educational tool in enhancing Black understanding, feeling, and appreciation. | *50 | *44 | 18 | 26 | 9 | 8 | 1 | 0 | 1 | 0 |
| The contemporary urban Black has a set of values that can be advantageous to the adult educative process. | *21 | *33 | 38 | 34 | 16 | 6 | 3 | 4 | 1 | 1 |
| The urban black family is characteristically a union where there is much understanding among its members and a great deal of concord. | 4 | 14 | 18 | 20 | *30 | *22 | 23 | 14 | 4 | 6 |
| Urban black folklore has less value and meaning to the present generation than a generation or two ago. | 4 | 10 | 22 | 13 | 16 | 12 | *19 | *26 | 17 | 17 |
| The vocabulary of the street of the urban adult is typical of his educational level. | 15 | 11 | 15 | 19 | 18 | 20 | *22 | *16 | 9 | 12 |
| Racism is invincible in urban communities. | 6 | 5 | 20 | 24 | 20 | 23 | *28 | *17 | 5 | 9 |
| Adult education can be instrumental in helping black urban adults to cope effectively with racism. | *26 | *31 | 32 | 34 | 14 | 12 | 7 | 1 | 0 | 0 |
| A variety of techniques has little favorable effect in educating disadvantaged adults. | 2 | 1 | 7 | 2 | 6 | 3 | *40 | *33 | 24 | 39 |
| Teachers should stick with one or two techniques of teaching adults; numerous techniques are distracting to the adult educative process. | 3 | 1 | 1 | 2 | 9 | 0 | 34 | 33 | *31 | *42 |
| Teachers should plan programs that they think are best for the adult students. | 39 | 29 | 11 | 10 | 14 | 12 | 7 | 18 | *8 | *9 |

TEST continued

| ITEMS | Strongly Agree | | Agree | | Partly Agree | | Disagree | | Strongly Disagree | |
|---|---|---|---|---|---|---|---|---|---|---|
| | Pre | Post | Pre | Post | Pre | Post | Pre | Post | Pre | Post |
| Needs of the adult students are not important to consider so long as they get the subjects they want. | 0 | 0 | 2 | 2 | 1 | 0 | 27 | 23 | *49 | *53 |
| Securing professional subject matter is the first step in starting an adult educational program. | 2 | 5 | 11 | 7 | 12 | 7 | *32 | *30 | 22 | 30 |
| A teacher should select subjects for an adult education program in which he is interested regardless of whether the adult students are interested or not. | 1 | 0 | 0 | 0 | 2 | 1 | 21 | 22 | *55 | *55 |
| There is no need to recruit adult learners if you have in your program what they want to learn. | 3 | 1 | 6 | 6 | 12 | 14 | *32 | *32 | 26 | 25 |
| An adult educational program cannot be built on the basis of the interests of adult students. | 2 | 2 | 5 | 2 | 10 | 2 | 29 | 32 | *33 | *39 |
| In attracting adults to a program, it should be remembered that adults are not able to learn much because aging has diminished their learning ability tremendously. | 1 | 1 | 3 | 2 | 9 | 3 | 33 | 36 | *33 | *36 |
| An adult educator should not consult with community agencies until he is sure he has his program planned. | 3 | 8 | 9 | 11 | 9 | 4 | *33 | *26 | 25 | 29 |
| A diagnosis of community to determine the problems and needs of the prospective adult students does not really fall into the adult educators hands. | 2 | 0 | 0 | 2 | 4 | 1 | 40 | 34 | *33 | *41 |
| An adult educator can operate an adult education program more effectively if he works on his own — independent of other adult workers in the community. | 1 | 1 | 2 | 1 | 5 | 3 | 37 | 30 | *34 | *43 |
| Publicizing a program is not all that important if the program has lots to offer the people. | 2 | 1 | 7 | 2 | 9 | 6 | *37 | *37 | 24 | 32 |
| Problem-solving has little or no place in planning and conducting adult educational programs. | 0 | 0 | 0 | 0 | 7 | 2 | 38 | 35 | *39 | *41 |
| It is too much trouble to engage undereducated adults in solving problems as a learning procedure. | 0 | 0 | 2 | 0 | 5 | 1 | *39 | *43 | 33 | 34 |
| An illiterate is usually able to function in society if he is given the opportunity. | 20 | 17 | 19 | 22 | 23 | 18 | *10 | *15 | 7 | 6 |
| A marginal citizen is a person who is able to function purposefully and productively in society with little or no further education. | 1 | 4 | 18 | 24 | 32 | 22 | *21 | *23 | 7 | 5 |
| It is not important to employ motivational means in recruiting adults; one should wait until there is a teaching-learning situation to motivate adult students. | 1 | 1 | 2 | 0 | 4 | 1 | 39 | 35 | *33 | *42 |
| Teaching adults is no different from teaching children and youths. | 3 | 1 | 2 | 0 | 8 | 6 | 29 | 21 | *37 | *50 |

TEST continued

| ITEMS | Strongly Agree | | Agree | | Partly Agree | | Disagree | | Strongly Disagree | |
|---|---|---|---|---|---|---|---|---|---|---|
| | Pre | Post | Pre | Post | Pre | Post | Pre | Post | Pre | Post |
| The proverb "A picture is worth a thousand words" is taboo in adult education. | 2 | 2 | 6 | 2 | 7 | 6 | 38 | 29 | *26 | *39 |
| Technological devices should be kept in the background in teaching adults; they are not humane enough; they get in the way of real good personal teaching of the teacher. | 1 | 2 | 4 | 2 | 11 | 7 | 34 | 32 | *29 | *35 |
| Psychology is not needed in teaching adults if the teacher uses common sense. | 0 | 2 | 3 | 2 | 12 | 9 | 40 | 40 | *24 | *25 |
| New materials for teaching adults should not be used if old materials are still effective. | 1 | 0 | 2 | 2 | 12 | 9 | *37 | *35 | 27 | 32 |
| Testing really has no functional purpose in teaching undereducated adults. | 4 | 0 | 4 | 1 | 16 | 10 | *37 | *40 | 18 | 27 |
| A teacher should teach and leave the counseling of adult students to a professional counselor; a teacher just should not counsel their adult students. | 3 | 1 | 3 | 3 | 11 | 5 | *34 | *35 | 28 | 34 |
| It is nonsense to think that reading reflects upon almost every other area of formal education. | 1 | 5 | 7 | 2 | 5 | 2 | 27 | 24 | *39 | *45 |
| Adult students should learn to read before they attempt other courses. | 10 | 18 | 20 | 15 | 18 | 12 | *24 | *23 | 7 | 10 |
| Determining the reading level of adult students is more of a hindrance than a help to them. | 2 | 0 | 2 | 1 | 12 | 4 | *34 | *38 | 29 | 35 |
| There is not much a teacher can do when adult students have serious reading problems; after all, adults are usually slow readers anyway. | 2 | 1 | 1 | 0 | 3 | 1 | *32 | *26 | 41 | 50 |
| Evaluation should be administered by the teacher without the collaboration of the students. | 5 | 2 | 7 | 4 | 17 | 3 | 32 | 36 | *18 | *33 |
| Evaluation should be conducted only at the end of the program by experts who know what they are doing. | 0 | 0 | 2 | 3 | 3 | 2 | 39 | 33 | *35 | *40 |
| When one is evaluating students, he does not need to be concerned about the educational goals of the program. | 1 | 1 | 3 | 0 | 6 | 2 | 45 | 33 | *24 | 42 |
| One of the major purposes of evaluation is to find out if there is a favorable change in student behavior. | *31 | *41 | 20 | 19 | 13 | 9 | 13 | 6 | 2 | 3 |
| Educational goals should not be set in terms of behavioral change of adult students; after all, goals are used only to guide the teacher in good teaching procedures. | 1 | 1 | 10 | 4 | 7 | 3 | 43 | 35 | *18 | *35 |
| Certificates are of little value to the sense of achievement of adult learners. | 0 | 1 | 1 | 5 | 8 | 7 | 36 | 30 | *34 | *35 |
| When a program is completed, it is usually of little value in building another program. | 0 | 0 | 0 | 1 | 2 | 1 | 38 | 28 | *39 | *48 |

*Ideal answer pre-determined by the Institute Staff.

## TEST
## TEACHING URBAN ADULTS

This test is designed to help measure the learning that can take place in a **group situation** of an Institute of Adult Education. Below are 26 multiple choice questions. Encircle the letter of the alphabet which indicates your answer to the question.

| | Pre Test | Post Test |
|---|---|---|
| 1. When I know that I am to be a participant in a group, and I know in advance the task to be done by the group, I | | |
| A. wait until I get to the group session to see what I can contribute. | | |
| B. plan what I will contribute in the session out of my previous experience and knowledge. | | |
| C. make careful and detailed preparation before I attend the session. | 5 | 10 |
| D. think what I should do in the group before the session when the matter crosses my mind. | | |
| E. attempt to expand my knowledge through study in advance of the session by studying the matters to be undertaken by the group. | | |
| 2. When I am in a group and become aware that some of the members are not involved in the group activity, I | | |
| A. try to handle it myself. | | |
| B. tell the group and let them handle it. | | |
| C. let the leader handle the situation. | | |
| D. let them participate exactly as they think best. | | |
| E. encourage their participation if I think that it is needed. | 53 | 52 |
| 3. When groups of which I am a member need some kind of special service such as serving on a committee or accepting a special assignment, I | | |
| A. volunteer if no one else does. | | |
| B. volunteer willingly. | | |
| C. hesitate to volunteer. | | |
| D. volunteer if I feel qualified. | 50 | 50 |
| E. would rather not volunteer. | | |
| 4. Groups often get off the main subject in their discussions. When this happens | | |
| A. I call attention to the situation and suggest that the group focus on the subject or task at hand. | 45 | 43 |
| B. I wait until someone else becomes aware of the situation and call attention to it. | | |
| C. I speak to someone next to me and ask if we are "off the track." | | |
| D. I let the designated leader deal with the situation. | | |
| E. I say nothing. | | |
| 5. When the discussion in a group touches on something I am interested in, | | |
| A. I express myself and defend my position. | | |
| B. I initiate the discussion. | | |
| C. I wait to see what others have to say. | | |
| D. I join in when I agree with what is being said. | | |
| E. I state my opinions or ideas as best as I can for what they are worth to the group. | 58 | 57 |
| 6. Conflict often arises in groups, when it does | | |
| A. I aid in the resolution of the conflict in the group session. | 15 | 21 |
| B. I try to aid in the resolution of the conflict in an informal way outside the group. | | |
| C. I try to understand the conflict without getting involved. | | |
| D. I keep quiet. | | |
| E. I try to understand the conflict and will occasionally say something in the hope that it will help. | | |
| 7. In dealing with conflict within the group, | | |
| A. I evaluate the conflict according to the people involved. | | |
| B. I try to avoid getting involved. | | |
| C. I try to understand the issues involved and also the type of people involved. | | |
| D. I try to see who started the conflict. | | |
| E. I try to appraise the meaning behind the conflict irrespective of the issues or the people involved | 32 | 37 |
| 8. When a problem situation develops in a group, | | |
| A. I depend on the leader to work out the problem. | | |
| B. I actively attempt to resolve the situation. | | |
| C. I offer any help I can in resolving the situation. | 36 | 33 |
| D. I wait for the other group members to resolve the situation. | | |
| E. I cooperate with the leader in his attempt to resolve the problem. | | |
| 9. When I am in a group situation and something is said which I do not understand, | | |
| A. I ask immediately for clarification. | | |
| B. I keep quiet. | | |
| C. I wait to see if the idea will be clarified in the discussion. | | |
| D. I ask for help from the person next to me. | | |
| E. I ask the group for help if the discussion remains unclear. | 31 | 28 |
| 10. When someone else is talking in a group, | | |
| A. I try to get the meaning of what is being said. | | |
| B. I try to understand what is being said in terms of the words and the deeper meaning of the words. | 28 | 35 |
| C. I listen to all that is being said. | | |
| D. I evaluate what is being said as it is expressed. | | |
| E. I listen to what I am interested in. | | |
| 11. When I speak in a group, | | |
| A. I address the leader. | | |
| B. I address the person or persons for whom my remarks are intended. | | |
| C. I address the group as a whole. | 63 | 59 |
| D. I speak in the hope that someone in the group will understand me. | | |
| E. I address those in the group who I feel will understand me. | | |
| 12. If I have a definite idea or opinion in a group discussion, | | |
| A. I quickly agree when someone else expresses my idea or opinion. | | |
| B. I express myself frankly. | 57 | 59 |
| C. I partially express myself and check the group reaction before continuing. | | |
| D. I hint at my idea or opinion without being too direct. | | |
| E. I wait to see if someone else will express what I have in mind. | | |
| 13. When I understand what is going on and see that others do not, | | |
| A. I wait until the session is recessed and discuss the situation with someone else. | | |
| B. I call the group's attention to the fact that some people may not understand. | 43 | 46 |
| C. I hope they will. | | |
| D. I wait for someone else to mention the problem and support them. | | |
| E. I attempt to clarify the discussion. | | |
| 14. When I feel that I need acceptance from the group, | | |
| A. I seek help from group members outside the group situation. | 5 | 3 |
| B. I ask for help if it is appropriate to the discussion. | | |

| | Pre Test | Post Test |
|---|---|---|
| C. I hesitate to bring my personal needs before the group. | | |
| D. I ask the group for help. | | |
| E. I ask for help without identifying the problem. | | |
| 15. When I participate in a group, | | |
| A. I don't think about myself in the group. | | |
| B. I think about myself in relation to some of the group members. | | |
| C. I think about myself in relation to the total group. | 50 | 53 |
| D. I think about how my behavior affects the group. | | |
| E. I analyze my behavior in the group. | | |
| 16. When a group doesn't work well or is a failure, | | |
| A. I feel that I was partially responsible. | | |
| B. I feel that the leader was responsible. | | |
| C. I feel that the other group members were responsible. | | |
| D. I feel that everyone in the group was responsible. | 49 | 54 |
| E. I feel that it was "just one of those things". | | |
| 17. When an expert is available to the group, | | |
| A. I think he should tell us what to do. | | |
| B. I think that the group should do as much as possible on its own. | | |
| C. I think that he should be available to the group. | | |
| D. I think that he should help us if he sees that we need help. | 28 | 21 |
| E. I think that he should provide help when asked for it. | | |
| 18. When I am in a group, | | |
| A. I rely heavily on the group to provide directions. | 7 | 13 |
| B. I rely heavily on the leader for directions. | | |
| C. I rely on my guidance for directions. | | |
| D. I rely occasionally on the leader for directions. | | |
| E. I rely occasionally on the group to provide directions. | | |
| 19. When I am in a group, | | |
| A. I consider the group as it will meet my personal needs. | | |
| B. I rarely consider my personal needs. | | |
| C. I realize that I have personal needs to be met in the group. | 13 | 14 |
| D. I assess my personal needs as they will affect the group. | | |
| E. I do not consider my personal needs in the group but think only of the group task. | | |
| 20. I use experience gained in the group, | | |
| A. In similar groups. | | |
| B. only in that group. | | |
| C. whenever it seems to apply in groups. | | |
| D. in my total life situation. | 40 | 44 |
| E. in many of my personal situations. | | |
| 21. I use experience gained in the group to, | | |
| A. help me function in the group. | | |
| B. help me function in similar groups. | | |
| C. help me function wherever it seems to apply in groups. | 27 | 30 |
| D. initiate action in all areas. | | |
| E. initiate action in my personal situation. | | |
| 22. When I am in a group situation, | | |
| A. I try to understand the views of others even when it is a minority view. | 67 | 67 |
| B. I recognize that there is a minority view. | | |
| C. I tend to follow the majority view. | | |
| D. I feel that the majority view is the most important. | | |
| E. I try to keep the minority view before the group even when I disagree. | | |
| 23. In a group, | | |
| A. I listen if I am interested in what is being said. | | |
| B. I listen if the speaker captures my attention. | | |
| C. I make an effort to be attentive when someone else is talking. | | |
| D. I frequently become absorbed in my own thoughts and have difficulty listening. | | |
| E. I listen when what is being said is important to the group. | 6 | 2 |
| 24. When I am aware that a group member's contributions are not being heard or dealt with, | | |
| A. I make sure that others' contributions are heard and dealt with by the group. | 15 | 14 |
| B. I wait to see how important these ideas will become as the discussion continues. | | |
| C. I call attention to the neglected contributions if I feel that persons making them are feeling rejected by the group. | | |
| D. I feel that each group member is responsible for making himself "heard" in the group. | | |
| E. I call attention to the neglected contributions if they reflect my own ideas and opinions. | | |
| 25. When I see others in a group who have difficulty in understanding what is being said and what is going on, | | |
| A. I feel annoyed and find some way to express my annoyance. | | |
| B. I try to understand the difficulty and seek ways of helping those who do not understand. | 72 | 74 |
| C. I try to understand the difficulty but rarely offer help. | | |
| D. I feel that each member must be responsible for his own understanding and I overlook the situation. | | |
| E. I become annoyed but rarely express it. | | |
| 26. When I strongly disagree with the ideas of others in a group, | | |
| A. I accept the person if he expresses ideas that are not "too far out". | | |
| B. I accept the person but reject his ideas. | | |
| C. I try to work with these people, but my experience is that this is often futile. | 10 | 7 |
| D. I try to point out the error and change the person's view so that we are in agreement. | - | |
| E. I avoid these persons. | | |

* Ideal answers pre-determined by the Institute staff.

## EVALUATION
### Expectation and Outcome

*1. What did you expect from this Institute upon your arrival?*

*2. To what extent do you think your expectation was reached?*

*3. List suggestions you think would have improved the Institute.*

## EVALUATIVE QUESTIONNAIRE

INSTITUTE FOR TRAINING TEACHERS AND TEACHER TRAINERS IN ADULT BASIC EDUCATION OF URBAN ADULTS, LINCOLN UNIVERSITY, JEFFERSON CITY, MISSOURI, JULY 12-30, 1971.

To Participants: Please answer the following questions as completely as possible. Indicate your answer in the appropriate space with a check mark.

*A. To what extent did this training meet the stated objectives of the institute?*

| | Met Objectives Very Well | Met Objectives | Did Not Meet Objectives |
|---|---|---|---|
| *Overall Objectives:* | | | |
| Teachers should be able to: | | | |
| 1. Identify the unique problems facing the urban adult. | _____ | _____ | _____ |
| 2. Design educational programs based on cultural characteristics which will enhance the teaching-learning process. | _____ | _____ | _____ |
| 3. Train other teachers in these methods. | _____ | _____ | _____ |
| *Specific Objectives:* | | | |
| To help teachers and teacher trainers in Adult Basic Education to be able to: | | | |
| 1. Participate in discussion on the uniqueness of the urban adult. | _____ | _____ | _____ |
| 2. Identify the special problems of adults in urban communities. | _____ | _____ | _____ |
| 3. Identify major characteristics and values of the urban adults. | _____ | _____ | _____ |
| 4. Synthesize appropriate content and techniques in effective teaching of the urban adults. | _____ | _____ | _____ |
| 5. Demonstrate skill in evaluation of Adult Basic Educational activities of urban adults by studying, analyzing, and using a number of evaluating procedures. | _____ | _____ | _____ |
| 6. Demonstrate competence in urban Adult Basic Education by planning, organizing and conducting teacher training programs in Adult Basic Education of urban adults in back-home situations. | _____ | _____ | _____ |

*B. What recommendations do you have for improvement of this and other institutes of this nature? Please be as specific as possible.*

1.
2.
3.

*C. What other goals or experiences would you have liked during the institute?*

1.
2.
3.

*D. What were the main strengths of the institute?*

1.
2.
3.

*E. What were the main weaknesses of the institute?*

1.
2.
3.

*F. Please make any other comments or suggestions you might have concerning the institute. (Use back of paper.)*

## FOLLOW-UP EVALUATION WORKSHOP FOR TEACHERS IN ADULT BASIC EDUCATION OF URBAN ADULTS

Lincoln University
Jefferson City, Missouri
January 28-30, 1972

**FRIDAY**
**January 28**

Meeting Place - Rodeway Inn

4-6:00 Orientation

6-7:00 Supper

7-9:00 Follow-up Workshops (Report, discuss and critique)

9-11:00 Social Interaction

**SATURDAY**
**January 29**

Meeting Place - Founders Hall Room 340, Lincoln Campus

8:15 Transportation to Lincoln Campus

9-9:15 Welcome and Announcements

9:15-10:30 Follow-up Workshops (Report, discuss, and critique)

10:30-10:45 Break

10:45-11:55 Problems in conducting back-home workshops

11:55-1:25 Lunch

1:25-3:00 Problems in conducting back-home workshops

3:00-3:15 Break

3:15-5:00 Ways to improve Teacher training effectiveness and skills in Adult Education Programs (small groups)

**SUNDAY**
**January 30**

Meeting Place - Rodeway Inn

9-10:00 Summation and evaluation

10-10:15 Break

10:15-11:45 Plans for further training of teachers (small groups from same state or region)

11:45-12:00 Closing remarks

## PARTICIPANTS
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### FOLLOW-UP WORKSHOP WRITTEN EVALUATION

*1. Do you think the objective of the Follow-Up Workshop has been met? To what extent?*

*2. Has the Follow-Up Workshop been successful? If "yes", in which way? If "No", what is lacking?*

*3. Do you have any suggestions as to how this Follow-Up Workshop might have been improved?*